

Screening of Passengers by Observation Techniques (SPOT) Refresher Training Train-the-Trainer (T3) Facilitator Guide (FG)

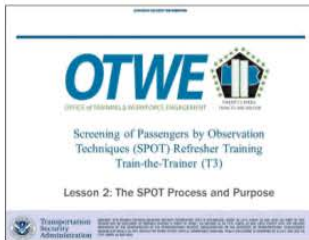
Lesson 2: The SPOT Process and Purpose

Purpose: To describe the roles and responsibilities of Behavior Detection Officers (BDO), review the SPOT process, and discuss current strategies and challenges in the classroom

Lesson Time: 1 hour

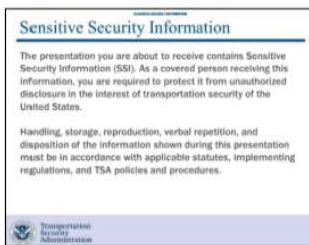
Facilitator Materials		Participant Materials	
• Projector, Screen • SPOT T3 FG • Chart, Easel • Masking tape • Markers • Pens or Pencils		• Name tents • <i>SPOT Refresher Training Instructor Guide (IG)</i> • Chart, Easel • Sticky notes • Pen or Pencil • Markers	
Icon	Description		
	Activity identifies where activities take place during the delivery.		
	Facilitated Discussion identifies where discussions led by the facilitator take place during the course.		
	Chart identifies where the facilitator should use already created charts or where discussion points should be captured on a chart.		
	Reference identifies materials for the participant to reference for more or specific information.		
	Click identifies click-based animation. Look for the icon in the narrative to know when to advance to the next piece of information.		
	Question Mark identifies where the facilitator should ask questions.		

Slide 1: Lesson 2: The SPOT Process and Purpose



Welcome to Lesson 2: The SPOT Process and Purpose.

Slide 2: Sensitive Security Information



"The presentation you are about to receive contains Sensitive Security Information (SSI). As a covered person receiving this information, you are required to protect it from unauthorized disclosure in the interest of transportation security of the United States.

Handling, storage, reproduction, verbal repetition, and disposition of the information shown during this presentation must be in accordance with applicable statutes, implementing regulations, and TSA policies and procedures."

Facilitator Notes: The statement on this slide may be read aloud to the class or you may direct participants to read it to themselves.

Slide 3: Objective



By the end of this lesson, participants should be able to:

- Define a BDO's roles and responsibilities
- Describe the steps of the SPOT process and purpose
- Discuss current strategies and challenges in the classroom

Slide 4: BDO Roles and Responsibilities



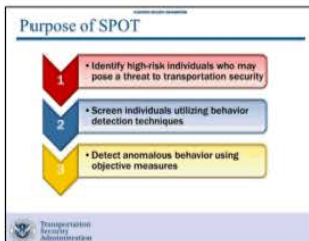
Let's briefly review a BDO's roles and responsibilities, and how these support the Transportation Security Administration's (TSA) Mission.



Ask: What is a BDO's primary responsibility?

Answer: A BDO's primary responsibility under the SPOT program is to engage, observe, and assess multiple individuals simultaneously. The BDO does this by using defined SPOT methods to detect anomalous behavior, activity, or appearance that may indicate possible hostile intent.

Slide 5: Purpose of SPOT



A BDO's main goals are to:

- Identify high-risk individuals who may pose a threat to transportation security.
- Screen individuals utilizing behavior detection techniques.
- Detect anomalous behavior using objective measures.



Facilitated Discussion: Lead a discussion on the benefits of SPOT and how it supports the TSA Mission.

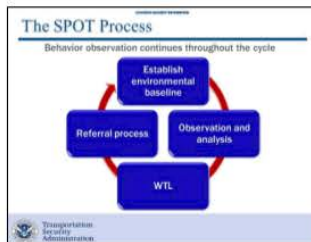


Ask: What are the benefits of SPOT and how does it support TSA's overall mission?

Answers: Answers should include that SPOT:

- Provides an additional layer of security
- Focuses more on intent, rather than on means
- Provides visible deterrence
- Is a flexible, mobile, and adaptive layer of security

Transition: "Now that we have reviewed the importance of SPOT in the TSA Mission to mitigate potential threats, let's discuss the SPOT process."

Slide 6: The SPOT Process

Facilitator Note: This slide is click-based. Click one time to reveal each step as a participant reveals its name.



Ask: What are the steps in the SPOT process?



Answer: The steps are: Establish Environmental Baseline, Behavior Analysis, Walk The Line (WTL), and the Referral Process.

Let's briefly review the definitions of the SPOT process.

1. Behavior Observation and Analysis – A visual assessment of individuals to discover behaviors or appearances that deviate from the expected environmental baselines for a particular environment or flight
2. WTL – The first way a BDO begins to engage a passenger; the process should increase displayed behavior in those individuals who are high-risk
3. Referral Process – The process by which BDOs achieve resolution for assessed behaviors exhibited by individuals

Transition: Next, let's participate in an activity about the instructional challenges and strategies regarding reviewing the steps of the SPOT process in the field.

Slide 7: Activity: SPOT Process



Teaching Point: Remind participants about the definition for environmental baseline; Behaviors and appearances that are typical and expected at the time and location where SPOT is being conducted.



Activity: The SPOT Process

Purpose: To discuss challenges, strategies, and best practices used in the field

Duration: 25 minutes; 10 minutes to prepare in breakout groups, 10 minutes to present ideas; 5 minutes to recap and reinforce main ideas

Materials: *SPOT Refresher Training IG*, chart, markers



Reference: *SPOT Refresher Training IG*

Instructions:

1. Break the class into four groups, one for each step of the SPOT process:
 - a. Establish the Environmental Baseline
 - b. Behavior Observation and Analysis
 - c. WTL
 - d. Referral Process
2. Advise participants to refer to the *SPOT Refresher IG*, if necessary. They should refer to notes and their own strategies for reviewing the SPOT process.
3. Participants will have 10 minutes to discuss and chart their responses:
 - a. Challenges of instructing that step
 - b. Strategies of instructing that step
 - c. Challenges and strategies of training experienced BDOs versus BDO candidates



Chart: Challenges and Strategies

4. After 10 minutes, reconvene the class. A representative from each group should take 2 to 3 minutes each to present the results of their discussion to the large group.
5. As groups debrief, participants should take notes.
6. After 10 minutes, conclude the discussion with a 5-minute recap to reinforce the main ideas.

Slide 8: Training Experienced BDOs



Compare and contrast the similarities and differences between participants in a SPOT Basic course and in a Refresher Training course. One of the important factors to consider when training experienced BDOs is that the participants may have years of experience versus BDOs who are newer.



Facilitated Discussion: Facilitate a brief discussion about training experienced BDOs versus training BDO candidates during SPOT Basic.



Ask: What are the challenges in training experienced BDOs?

Answers: Answers will vary but may include:

- BDOs may be set in their ways; it may be difficult for them to recognize or change incorrect habits.
- BDOs who went through training four years ago may not remember all of the details and updates that are currently being taught in the field.



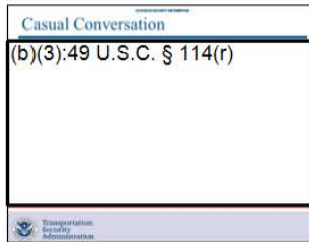
Ask: What are some teaching strategies instructors can use in a class with more experienced BDOs and ones that are newer to the field?

Answer: Answers will vary but may include:

- Engage experienced BDOs to add their own personal experiences to the training.
- Delve more deeply into the nuances of behaviors and discuss more complex scenarios.
- Blend new BDOs into groups with “veteran” BDOs.

Transition: Now that we have covered some of the best practices for reviewing the SPOT process, let's consider strategies and challenges that we see while we teach Casual Conversation in the field.

Slide 9: Casual Conversation



Facilitator Note: This slide is click-based. Click on the slide to reveal the answer.

Covering all of the aspects of Casual Conversation can be challenging because Casual Conversation is a complex process involving discussion, continued observation, and assessment.



Ask: What are the most important elements of Casual Conversation?



Answer: The most important elements are to observe, ask, and listen. This means that you:

(b)(3):49 U.S.C. § 114(r)



Facilitated Discussion: Facilitate a brief discussion about strategies used to conduct Casual Conversation.



Ask: What strategies do you use in the classroom to effectively review the factors involved in Casual Conversation?

Answer: Answers should include:

(b)(3):49 U.S.C. § 114(r)



Ask: What do you avoid when reviewing how to conduct Casual Conversation?

Answer: Answers will vary, but may include too many open-ended, leading, or antagonistic questions.

Transition: Let's take a moment to role-play some of the strategies that we use when reviewing the steps of Casual Conversation.

Slide 10: Activity: Casual Conversation and Role-Play Scenarios



Activity: Casual Conversation and Role-Play Scenarios

Purpose: To allow participants to brainstorm ideas for plausible scenarios to use during training

Duration: 20 minutes total: 15 minutes to discuss in small groups; 5 minutes to share ideas as a class

Materials: Charts, markers



Reference: *Causal Conversation Challenges*, SPOT Refresher Lesson 5, page 2

Instructions:



Chart: Challenges

Facilitator Note: Hand chart paper to each group.

1. Break the class into four groups.
2. Each group should brainstorm and record three to four challenges that they have experienced during Casual Conversation and how they would facilitate those challenges to a class.
3. Each group should elect a note-taker; participants can then write their ideas on the charts provided. (Note: Sticky notes will suffice if not enough charts are available.)
4. After 15 minutes, each group should share 2 scenarios for brief group discussion.
5. Allow for a five-minute discussion about main points after all groups have presented.



Ask: In the classroom, what instructional strategies do you feel are most effective, and why?

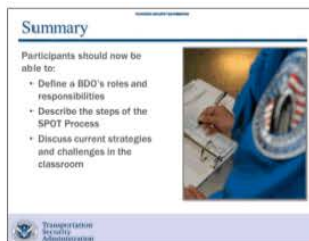
Answer: Answers will vary.



Provide examples of when you struggled as a BDO because an individual challenged you when conducting Casual Conversation and how you resolved it.

Answer: Answers will vary.

Slide 11: Summary



Participants should now be able to:

- Define a BDO's roles and responsibilities
- Describe the steps of the SPOT process
- Discuss current strategies and challenges in the classroom

Teaching Point: If there is enough time, briefly cover the main ideas that were discussed in the lesson.

Slide 12: Questions



Ask: What questions do you have?

Answer: Provide participants with the appropriate answers.

Facilitator Note: Prior to moving to the next lesson, place a checkmark by "SPOT Process and Purpose" on the posted T3 Agenda chart.

Revisit the Parking Lot chart to address any questions that could be answered.