

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

Lesson 3: *Behavioral Indicator Reference Guide* Scenarios

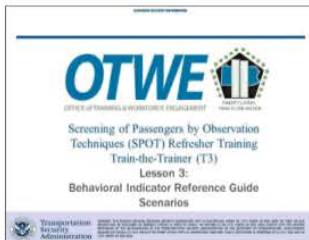
Purpose: To provide participants the opportunity to practice facilitation regarding the exemplars listed in the *Behavioral Indicator Reference Guide*

Lesson Time: 1 hour

Facilitator Materials	Participant Materials
• Projector, Screen • Chart, Easel • SPOT Refresher T3 • Markers	• <i>Behavioral Indicator Reference Guide</i> • <i>Behavioral Indicators and Weights Handout</i> • <i>Behavior Definitions and Practice Worksheet Key</i> • <i>SPOT Refresher IG</i> • Sticky notes • Pen or Pencil

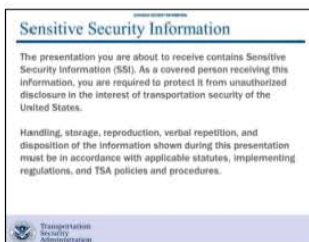
Icon	Description
	Activity identifies where activities take place during the delivery.
	Facilitated Discussion identifies where discussions led by the facilitator take place during the course.
	Reference identifies materials for the participant to reference for more or specific information.
	Chart identifies where the facilitator should use already created charts or where discussion points should be captured on a chart.
	Question Mark identifies where the facilitator should ask questions.

Slide 1: Lesson 3: Behavioral Indicator Reference Guide Scenarios



Welcome to Lesson 2: *Behavioral Indicator Reference Guide* Scenarios.

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."

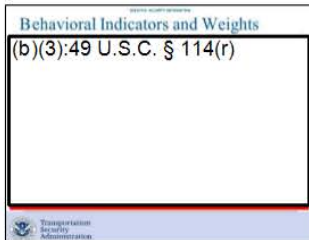
Facilitator Note: The statement on this slide may be read aloud to the class or you may direct participants to read it to themselves.

Slide 3: Objective

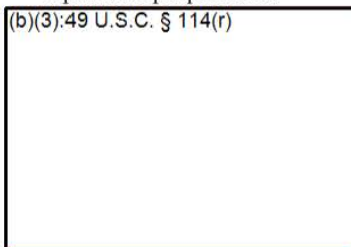


By the end of this lesson, participants should be able to facilitate a discussion regarding the exemplars listed in the Behavioral Indicator Reference Guide

Slide 4: Behavioral Indicators and Weights



Teaching Points: Briefly review each section of this table and explain the purpose of it.



Instructor Note: Inform participants that charting the definitions is recommended as a best practice when they deliver the course.

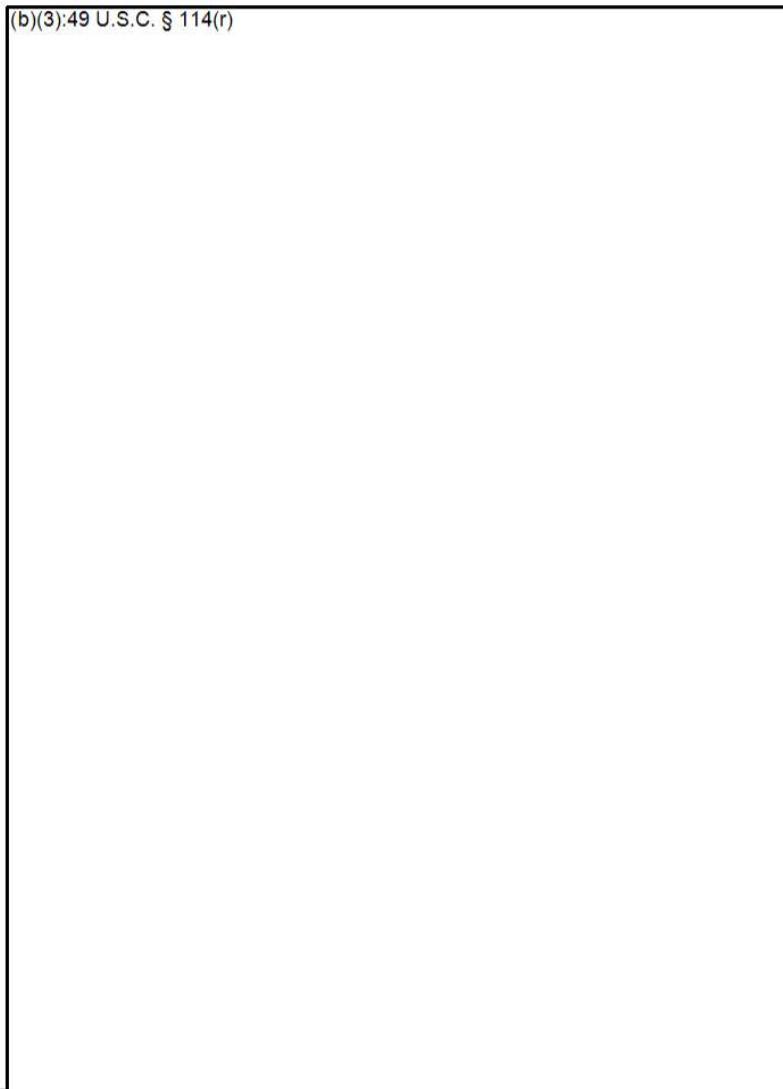
Let's briefly review the *Behavioral Indicators and Weights* table.

This is a large amount of data to remember on a day-to-day basis. It is vital that you take time to learn these and the corresponding definitions.

This behavior representation table gives you a way to categorize the various sections and subsections of the SPOT indicators.



Reference: *Behavioral Indicators and Weights* Handout



(b)(3):49 U.S.C. § 114(r)

Slide 5: Behavior Definitions Review

Facilitator Note: Inform participants where the practice worksheet in each lesson can be found in the SPOT Refresher IGs. Lesson 2, page 16; Lesson 3, page 12; Lesson 4, page 12; Lesson 5, page 28; Lesson 6, page 21.

**Activity:** Behavior Definitions Review

Purpose: To allow participants to practice how to concisely and effectively convey assessable behaviors listed in the *Behavioral Indicator Reference Guide*

Duration: 45 minutes: 20 minutes in table groups and 25 minutes to debrief as a class

Materials: Lessons 2 through 6: *Behavior Definitions Practice Worksheet Keys*, pens or pencils



Reference: *Behavioral Indicator Reference Guide*, Lessons 1 through 5: *Behavior Definitions Practice Worksheet Key*

Instructions:

1. Divide the class into four groups with three to four people in each group. Identify groups by numbers: Groups 1, 2, 3, and 4.
2. Refer participants to the practice worksheets in the SPOT Refresher Lessons 2 through 6. Group 1 will review the Lesson 2 practice worksheet, page 16; Group 2, Lesson 3, page 12; Group 3, Lesson 4, page 12; and Group 4 will review the practice worksheets for both Lessons 5, page 28, and 6, page 21.
3. Inform participants they have 20 minutes to review the behaviors within their groups.
4. Within each group, participants will divide the behaviors amongst each other and provide strategies and challenges on how to teach the behaviors.

Facilitator Note: Keep track of the time. Participants have 25 minutes to discuss what they shared in their groups.



Facilitated Discussion:

5. After 20 minutes, ask participants to reconvene as a class and discuss the strategies and challenges they shared with their groups.



Chart: Strategies and Challenges

6. Write down the main strategies and challenges participants presented and review the main points.
7. Provide clarification on any of the behaviors, if necessary.

Lesson 2: Behavior Definitions Practice Worksheet Key

(b)(3):49 U.S.C. § 114(r)

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Lesson 3: Behavior Definitions Practice Worksheet Key

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Lesson 4: Behavior Definitions Practice Worksheet Key

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Lesson 5: Signs of Deception Practice Worksheet Key

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Lesson 6: Signs of Deception Practice Worksheet Key

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(b)(3):49 U.S.C. § 114(r)

Slide 6: Summary



Participants should now be able to facilitate discussion regarding the exemplars listed in the *Behavioral Indicator Reference Guide*

Slide 7: Questions



Ask: What questions do you have?

Answer: Provide participants with the appropriate answers.

Teaching Point: Prior to moving to the next lesson, place a checkmark by “*Behavioral Indicator Reference Guide Scenarios*” on the posted T3 Agenda chart.