

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

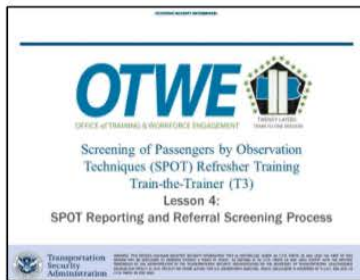
Lesson 4: SPOT Reporting and Referral Screening Process

Purpose: To provide Behavior Detection Officers (BDO) a review of the SPOT Screening process

Lesson Time: 1 hour

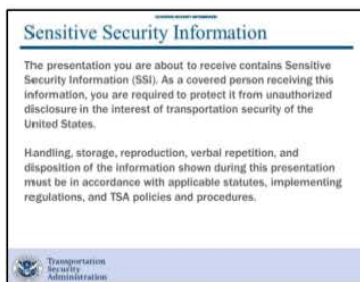
Facilitator Materials		Participant Materials	
• Projector, Screen • T3 FG • SPOT SOP • Chart, Easel • Masking tape • Markers		• SPOT Refresher Training Instructor Guide (IG) • Pen or Pencil	
Icon	Description		
	Activity identifies where activities take place during the delivery.		
	Facilitated Discussion identifies where discussions led by the facilitator take place during the course.		
	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 4: SPOT Reporting and Referral Screening Process



Welcome to Lesson 4: SPOT Reporting and Referral Screening Process

Slide 2: Sensitive Security Information

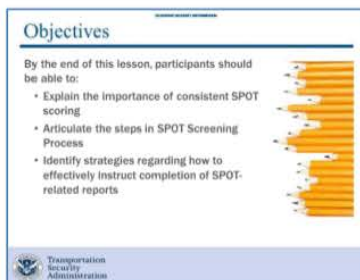


"The presentation you are about to receive contains Sensitive Security Information (SSI). As a covered person receiving this information, you are required to protect it from unauthorized disclosure in the interest of transportation security of the United States."

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."

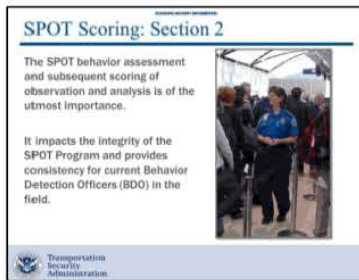
Facilitator Note: The statement on this slide may be read aloud to the class or you may direct participants to read it to themselves.

Slide 3: Objectives



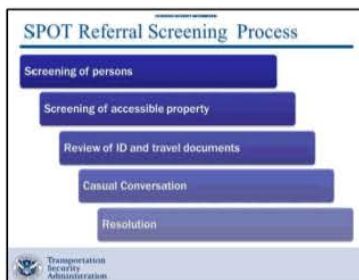
By the end of this lesson, participants should be able to:

- Explain the importance of consistent SPOT scoring
- Articulate the steps in SPOT Referral Screening process
- Identify strategies regarding how to effectively instruct completion of SPOT-related reports

Slide 4: SPOT Scoring: Section 2

The SPOT behavior assessment and subsequent scoring of observation and analysis in Section 2 of the *SPOT Referral Report* is of the utmost importance. It impacts the integrity of the SPOT Program and provides consistency for current Behavior Detection Officers (BDO) in the field.

Transition: Let's briefly review the steps of the SPOT Referral Screening process.

Slide 5: SPOT Referral Screening Process

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

The SPOT Referral Screening process entails five main tasks.



Facilitated Discussion: Lead a brief discussion to review the tasks of the SPOT Referral Screening process.



Ask: What are the five tasks that occur during the SPOT Referral Screening process?



There five main tasks that need to occur during a referral are:

- Screening of persons
- Screening of accessible property
- Review of Identification (ID) and travel documents
- Casual Conversation
- Resolution



Facilitated Discussion: Discuss how each of the steps in the SPOT Referral Screening process contributes to TSA's Mission.



Ask: How does each of the steps in the SPOT Referral Screening process contribute to TSA's Mission?

Answer: The steps of the SPOT program support TSA's mission of protecting the Nation's transportation systems to

ensure freedom of movement for people and commerce by screening individuals in an objective manner to identify high risk individuals.

Slide 6: Activity: Unusual Items: Section 3

Unusual Items (b)(3):49 U.S.C. § 114(r)	(b)(3):49 U.S.C. § 114(r)
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Activity: Unusual Items

Purpose: To identify factors that help form an articulable belief that an unusual item may be used for suspicious activity

Duration: 15 minutes total; 5 minutes in breakout groups and 10 minutes to debrief as a class

Materials: Chart, markers

Instructions:

1. Divide the class into groups of four.

(b)(3):49 U.S.C. § 114(r)

6. Debrief with the entire group



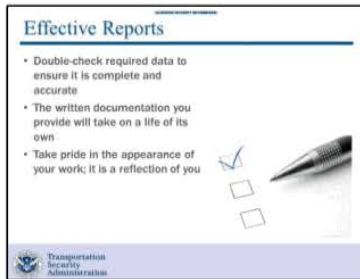
Ask: How can you help a BDO learn to make this judgment?

Answer: Answers may vary, and may include critical

thinking such as See, Feel, Think, Do.

Facilitator Note: Remind participants of the Critical Thinking chapter in the *Screening Checkpoint SOP*.

Slide 7: Activity: Writing Effective Reports



Activity: SPOT Referral Report

Purpose: To identify strategies used to complete a proper SPOT Referral Report

Duration: 30 minutes total: 10 minutes to participate in small groups, and 20 minutes to reconvene as a large group and discuss ideas.



Reference: *SPOT Refresher Training IG, Referral Report Poor Example, Referral Report Good Example.*

Instructions:

1. Break the participants into two groups and distribute a copy of each of the documents listed.
2. Each group will review one of the listed *Referral Report* examples.
3. Give each group 10 minutes to review the document and take notes on strategies regarding how to use each *Referral Report* in the classroom.
4. After 10 minutes, reconvene the group.
5. Use 10 minutes to guide each of the two facilitated discussions.



Facilitated Discussion: Lead a 10-minute discussion about the *Referral Report Poor Example*.



Ask: What strategies could be used to train BDOs about avoiding poor examples of the *SPOT Referral Report*?



Chart: *Referral Report* issues

Record participants' responses.



Facilitated Discussion: Lead a brief discussion with the group who focused on *Referral Report Good Example*.



Chart: Referral Report issues

Record participants' responses.



Ask: What are the most common report errors that are found in the field?

Answer: Answers will vary...



Ask: How do we address those errors, as instructors?

Answer: Answers will vary. Besides Referral Reports, BDOs should review Incident and PARIS Reports.

Let's briefly review how to effectively coach participants during instruction.



Facilitated Discussion: Lead a brief discussion in the large group regarding effective report writing for all reports a BDO must write.



Ask: How does an instructor review effective narrative report writing techniques?

Answer: Instructors should review that the reports contain only the facts. An effective report allows a reader who was not present to easily understand the Who, What, When, Where, Why, and How of the incident.



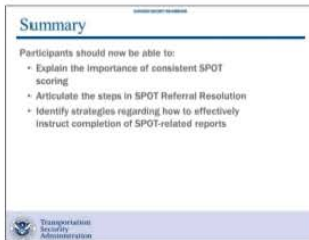
Ask: What specific strategies do you use in the classroom to review how to create effective reports?

Answer: Answers will vary, but may include that reports should not contain:

- Opinions
- Justifications
- Rationale

- Jargon
- Conclusions
- Embellishments

Slide 8: Summary



Participants should now be able to:

- Explain the importance of consistent SPOT scoring
- Articulate the steps in SPOT Referral Resolution
- Identify strategies regarding how to effectively instruct completion of SPOT-related reports

Slide 9: Questions



Facilitator Note: Facilitators should address final questions in the Parking Lot at this time.

Place a checkmark by "SPOT Reporting and Referral Screening Process" on the posted T3 Agenda chart.



Ask: What questions do you have concerning teaching BDOs to write report and follow procedures?

Answer: Provide participants with the appropriate answers.



Ask: What questions do you have over any of the previous topics we have covered in the course?

Answer: Provide participants with the appropriate answers.