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TWENTY LAYERS
TRAIN TO ONE MISSION

SPOT Basic Interim Training Train-the-Trainer (T3)

Lesson 4: Instructional Strategies

TSA 15-00014 - 004899



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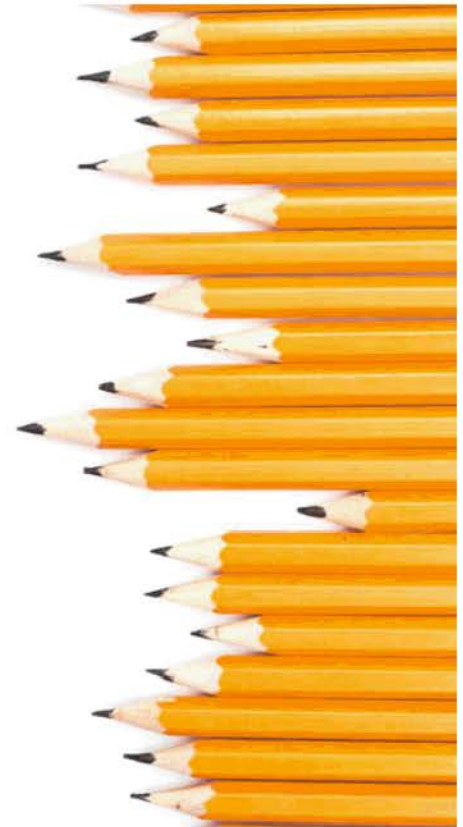
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Objective

By the end of this lesson, participants should be able to successfully present behaviors and exemplars listed in the *Behavioral Indicator Reference Guide*.



Instructor-led Training (ILT)

ILT is different from classroom facilitation because participants are less involved in the delivery of information.



ILT Guidelines

While presenting ILT-related information during the SPOT Basic Interim Training, the instructor should be:

- Clear and concise
- Highly interactive
- Purposeful
- Sincere, attentive, and engaged
- Concrete, using specific examples



Behaviors and Exemplars

The *Behavioral Indicator Reference Guide* lists assessable and non-assessable exemplars that are divided into:

- Stress factors
- Fear factors
- Deception factors
- Signs of deception
- Suicide bomber indicators

(b)(3):49 U.S.C. § 114(r)

The descriptions and exemplars are built into the lessons in the Screening of Passengers by Observation Techniques (SPOT) Basic Interim Training.



Activity: Teaching Behaviors



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Exemplars

When explaining the behaviors listed in the *Behavioral Indicator Reference Guide*, instructors should:

- Give one to two examples of assessable exemplars, following the points on the slide.
- Briefly review the assessable exemplars.
- Provide a transition from the curriculum to the behaviors and from one behavior to the next, whenever possible.

(b)(3):49 U.S.C. § 114(r)



Exemplars

Instructors should not:

- Read the exemplars verbatim from the slide.
- Cover all the assessable exemplars for each behavior.
- Discuss non-assessable exemplars in detail unless questions arise.

(b)(3):49 U.S.C. § 114(r)



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Stress Factor:

1

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Fear Factor:

2

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Deception Factor:

3

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Signs of Deception:

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Activity: Behavior Teach-back

~~SENSITIVE SECURITY INFORMATION~~

Behavior Teach-back Feedback Rubric: Instructor Name			
Technique	Notes	Strengths	Suggestions for improvement
Clear and concise			
Highly interactive			
Purposeful			
Honest, sincere, attentive, and personally engaged			
Concrete, using specific examples and factual detail			

Draft 1.3

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Discussion: Teach-back Activity



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Summary

Participants should now be able to successfully present behaviors and exemplars listed in the *Behavioral Indicator Reference Guide*.



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Questions



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