

Train-the-Trainer (T3) Facilitator Guide (FG)

Lesson 4: Instructional Strategies

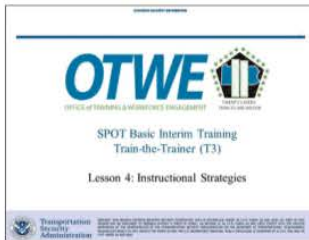
Purpose: To provide participants with the ability to successfully present behaviors listed in the *Behavioral Indicator Reference Guide* in the SPOT Basic Interim Training course

Lesson Time: 2.5 hours

Facilitator Materials	Participant Materials
1. Laptop	1. Laptops
2. Projector, Screen	2. <i>SPOT Basic Interim Training Instructor Guide</i> (IG)
3. T3 FG	3. <i>T3 Participant Guide</i> (PG)
4. Chart, Easel	4. <i>Behavioral Indicator Reference Guide</i>
5. Masking tape	5. <i>Behavior Teach-back Rubric</i>
6. Markers	6. Chart, Easel
	7. Pen or Pencil
	8. Markers

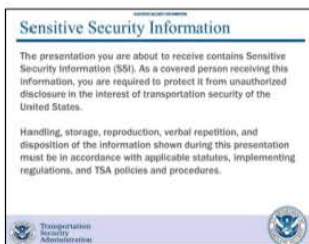
Icon	Description
	Activity identifies where activities take place during the delivery.
	Facilitated Discussion identifies where discussions led by the facilitator take place during the course.
	Reference identifies materials for the participant to reference for more or specific information.
	Click identifies click-based animation. Look for the icon in the narrative to know when to advance to the next piece of information.
	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 4: Instructional Strategies



Welcome to Lesson 4: Instructional Strategies.

Slide 2: Sensitive Security Information



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

“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.”

Slide 3: Objective



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



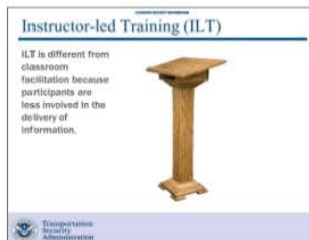
Ask: Consider teaching the assessable behaviors in the *Behavioral Indicator Reference Guide*. What is one primary warm-up question that you could ask related to behaviors?

Answers: Answers may vary, but can include:

- Can you “read” other people from their actions?
- Do people look or act in certain ways if they are about to do something they know is wrong?

Transition: Using questions such as the warm-up question capture participants’ interest and make each step flow more smoothly into the next. These can be used as transitions. Let’s consider transitions as we practice describing behaviors and assessable exemplars.

Slide 4: Instructor-led Training (ILT)



Instructor-led Training (ILT) is different from classroom facilitation because participants are less involved in the delivery of information.



Facilitated Discussion: Facilitate a brief discussion about ILT versus facilitated training.



Ask: What is the difference between ILT and facilitated training?

Answers: Possible answers include:

- During ILT, the focus is on the instructor, with the instructor providing information to participants.
- During facilitated training, the focus is on the participants, with the facilitator available to provide participants with guidance.



Ask: When might you use the ILT instruction method in the classroom instead of facilitated training?

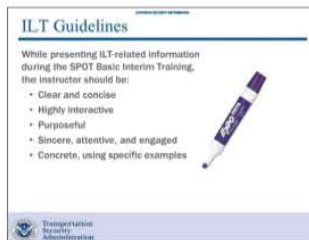
Answers: Possible answers include:

- To present and define assessable exemplars when presenting the information in the *Preventing Racial, Ethnic, and Religious Profiling Spotlight* lesson.
- When explaining detailed information about how to complete the *SPOT Referral Report*.



Ask: Why would it be advantageous to teach segments of the *Behavioral Indicator Reference Guide* in an ILT format?

Answer: The ILT format is instructor-centered. Because the information is largely based on the experience of the instructor, it does not involve the participants outside of addressing questions, and is therefore presented in a lecture-based format.

Slide 5: ILT Guidelines

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

- Clear and concise.
- Highly interactive.
- Purposeful.
- Honest, sincere, attentive, and personally engaged.
- Concrete, using specific examples and factual detail.



(b)(3):49 U.S.C. § 114(r)

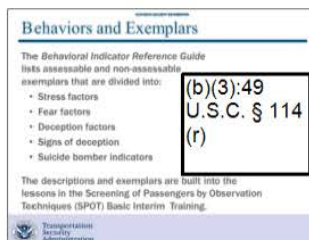
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Ask: Consider that all of these are covered in the curriculum that you will be teaching. Does a SPOT Basic Interim Training instructor have a lot of time to spend describing each behavior in addition to the other information that needs to be delivered?

Answer: No. It must be done efficiently, clearly, and with purpose. Instructors should ensure that participants are engaged, and they should use concrete examples that are the listed assessable exemplars.

Transition: Considering the ILT guidelines above, let's think about how we could teach some of the behaviors listed in the Behavioral Indicator Reference Guide.

Slide 6: 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

Teaching Point: Explain to participants that during instructional time in the classroom, only a few assessable and non-assessable behaviors are visible on the slide; these are the

The descriptions and exemplars are built into the lessons in the SPOT Basic Interim Training.

bases by which to instruct.

Slide 7: Activity: Teaching Behaviors



Activity: Teaching Behaviors

Purpose: To allow T3 participants to gather ideas about Behavior Detection Officer (BDO) participants' techniques in order to remember assessable exemplars listed in the *Behavioral Indicator Reference Guide*

Duration: 20 minutes



Reference: *Behavioral Indicator Reference Guide*

Materials: Chart, markers, laptops

Instructions:

1. Break participants into four groups:
 - A. Stress factors
 - B. Fear factors
 - C. Signs of deception
 - D. Deception factors and suicide bomber indicators



Ask: When you first learned all of the behaviors and their respective points as a new BDO, how did you do it?

Answer: Answers will vary. Explain that participants should apply their ideas during the activity.

2. Allow participants to turn to the appropriate place in the *Behavioral Indicator Reference Guide* to locate the group's assigned behaviors.
3. Give participants 10 minutes to list 5 techniques to memorize the behaviors, the assessable exemplars, and the point allocations when they are instructing BDO participants.
4. After 10 minutes, reconvene the large group.

Facilitator Note: At this time, circulate around the room, provide feedback, and offer advice to participants who are less experienced instructors.



Teaching Point: Encourage participants to share ideas with

Chart: Teaching Behaviors

BDO participants once they are instructing in the classroom.

- Allocate 10 minutes and choose 2 points from each of the groups to record on a chart. Participants should take notes.



Ask: Considering the amount of material and memorization involved, what are some of the techniques that you shared?

Answer: Answers will vary and can include:

- Create vivid descriptions.
- Use details that enable participants to link the behavior or appearance to its respective category.
- Encourage the use of study groups and flash cards.
- Model methods to help participants memorize the information (for example, create words or phrases using the first letter of each behavior).

Slide 8: 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.

Slide 9: 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.



Ask: Why should instructors avoid describing non-assessable exemplars in detail?

Answer: Discussing non-assessable exemplars in detail can create confusion among BDO participants. Instructors should focus on the assessable exemplars.

Facilitator Note: BDO participants will each have a copy of the *Behavioral Indicator Reference Guide* to reference for further information.

Transition: *Now that you have an idea of what and how to present the behaviors, we will model a presentation of four behaviors. While we instruct, take on the role of BDO participants in the classroom and ask us questions that might arise.*

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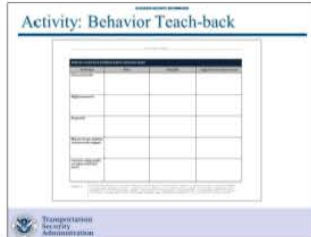
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with the table.

Transition: Now that you have some ideas about what is expected to present the behaviors, let's practice these strategies for instruction in small groups.

Slide 14: Activity: Behavior Teach-back



Activity: Behavior Teach-back

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

Duration: 1.5 hours



Reference: *Behavioral Indicator Reference Guide*, *SPOT Basic Interim Training IG*, *Behavior Teach-back Rubric* documents

Materials: Chart, markers, laptops

Instructions:

1. Participants should break back into the four groups previously created:
 - A. Stress factors
 - B. Fear factors
 - C. Signs of deception
 - D. Deception factors and suicide bomber indicators
2. Divide the facilitators among the groups. A facilitator may be responsible for two groups if only two are present.
3. Allow participants to turn to the appropriate place in the IG and *Behavioral Indicator Reference Guide* to locate the behaviors and where the behaviors fit in the material.
4. In each group, participants should choose a number of behaviors that are listed consecutively. For example, in a group of four, the first four behaviors will be presented in that order.
5. Give each participant 10 minutes to prepare a brief presentation of that behavior. The goal is to build a transition at the end of the presentation for the following presenter, considering the behavior that follows.

6. After 10 minutes, allow each participant to take on the role of instructor and present his or her behavior.
7. While listening in the group, the other participants should provide feedback in the *Behavior Teach-back Rubric* document for each presentation.
8. After each participant finishes the presentation, the facilitator should review the performance.



Ask: What did you think worked well?

Answer: Answers will vary.



Ask: Where do you think that there is room for improvement?

Answer: Answers will vary.

9. Facilitators may allow for feedback from the other participants, but should balance time accordingly.
10. If time remains, allow participants to take notes to present another behavior and continue to practice delivery.
11. After 1.5 hours, reconvene the group as a whole for a brief facilitated discussion.

Slide 15: Discussion: Teach-back Activity



Teaching Point: Emphasize details regarding practicing with the curriculum and feeling comfortable with the content before going into the classroom as an instructor.



Facilitated Discussion: Lead a brief facilitated discussion on the Teach-back Activity.



Ask: What did you find was the most challenging aspect of presenting the behaviors?

Answer: Answers will vary.



Ask: How will you eventually master the presentation of all of the behaviors?

Answer: Answers will vary but can include:

- Memorize them in the order in which they will be presented.
- Practice in front of a mirror.
- Time how long it takes to read through the lessons and

practice.

Slide 16: Summary



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

Slide 17: Questions

Ask: What questions do you have?

Answer: Provide participants with the appropriate answers.

Facilitator Note: Place a checkmark by "Instructional Strategies" on the posted T3 Agenda chart. Address unanswered questions that remain in the Parking Lot at this time, if possible.