Instructor Guide
Welcome and Course Overview

Purpose: To provide Transportation Security Officers (TSO) with an overview of the Screening of Passengers by Observation Techniques (SPOT) training program, including Sensitive Security Information (SSI), course goal, schedule, expectations, and requirements

Lesson Time: 30 minutes

Instructor Materials	Participant Materials
• Instructor Guide • Laptop • Projector and screen • Flipchart and easel • Markers	• Participant Guide • Pen or pencil • Name tents • Sticky notes • Handouts: Course Schedule, SPOT Proficiency/OJT Checklist

Icon	Description
	Activity identifies where activities take place during the delivery.
	Flipchart identifies where the instructor should use already created flipcharts or where discussion points should be captured on a flipchart.
	Question Mark identifies where the instructor should ask questions.

Slide 1: Welcome

Teaching Point: Prior to the start of class, distribute name tents, markers, and pens or pencils.

Greet participants as they arrive and request that they sign-in. Ask participants to find a seat and write their first names and airport codes on a name tent.

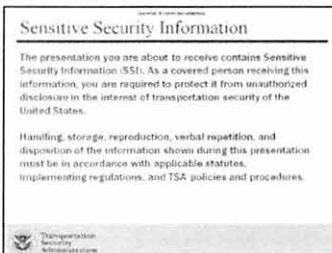The Welcome may include a presentation from TSA Headquarters or local management.

Welcome to SPOT Training. As you can see on this slide, SPOT stands for Screening of Passengers by Observation Techniques.

While you are performing SPOT activities, you will be known as Behavior Detection Officers (BDO).

Slide 2: SSI Statement

Teaching Point: 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: Icebreaker

Let's begin with introductions and a quick icebreaker activity.

Activity: Icebreaker

Purpose: To introduce members of the class to one another and to identify questions participants would like answers to by the end of the class

Duration: 10 minutes

**Materials:** Flipchart, sticky notes

Instructions:

1. Instruct participants to write one question on a sticky note that they want answered in relation to SPOT or their job duties as BDOs.

2. Explain that participants will introduce themselves and provide a brief background related to their positions. Then, participants should read their questions and post them on the Sticky Notes flipchart.

Flipchart: Sticky Notes

3. Ask participants to stand up, introduce themselves, and note their questions.

4. Post all questions on one sheet of the flipchart.

Teaching Point: This exercise can be used throughout the training for lesson reviews by having participants choose one of the questions that pertain to the lesson being discussed and answer the question.

Or, at the end of the course, take each sticky note, read it aloud to the group, and have the participants answer all of the questions as review.

If questions cannot be answered right away, add them to the Parking Lot.

Transition: *"Great questions, everyone. We will cover all related content and answer your questions by the end of this course. Now let's go over what we will be covering during this SPOT Training."*

Slide 4: Course Goal
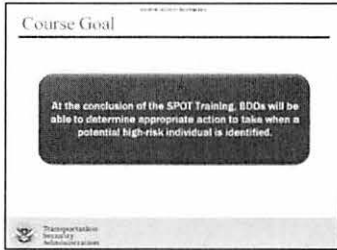
At the conclusion of the SPOT training, participants will be able to determine appropriate action to take when a potential high-risk individual is identified.
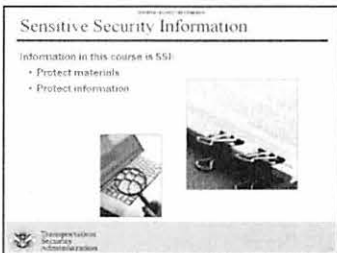
Slide 5: Course Materials
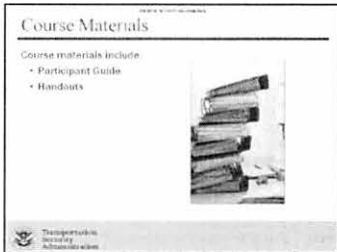
You will receive a Participant Guide (PG) during the SPOT Overview lesson in this course. The PG includes the SPOT Behavior Indicator Reference Guide and additional handouts and reference sheets.
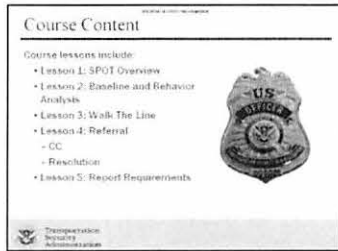
Do not write in the PGs.

Slide 6: Sensitive Security Information

Information in this course is considered Sensitive Security Information (SSI). The PG and handouts contain SSI that must be protected from those without a "need to know."

Protecting SSI includes physical and verbal protection. SSI may not be discussed with those without a "need to know."

Slide 7: Course Content

Course Content

Course lessons include:
- Lesson 1: SPOT Overview
- Lesson 2: Baseline and Behavior Analysis
- Lesson 3: Walk The Line
- Lesson 4: Referral
  - CC
  - Resolution
- Lesson 5: Report Requirements

Teaching Point: Distribute the Course Schedule. Explain that the Course Schedule has been designed so the Airport Activities, which will be described shortly, will be conducted at optimum times determined by the airport schedule.

The intent at this time is to provide a general overview of the daily schedule and each lesson. Do not teach detailed information from the lessons at this time.

Teaching Point: A brief spotlight module on combating profiling will be presented prior to commencing Lesson 5.

There are five lessons in this course. They are:

Lesson 1: SPOT Overview
This lesson includes background information about SPOT. We will define what SPOT is and provide a general overview of the process. In addition, you will be introduced to the SPOT Referral Report, which is used to document the SPOT process. The lesson will conclude with an introduction to SPOT thresholds and behavior indicators.

Lesson 2: Baseline and Behavior Analysis
This lesson includes a description of behavior observation and methodology. You will practice establishing environmental baselines and observing behavior and appearance risk factors. The lesson will conclude with a continuation of SPOT thresholds and behavior indicators.

Lesson 3: Walk The Line (WTL)
This lesson includes a description of WTL and its methodology. You will practice proper WTL technique and communicating with your partner. The lesson continues exploring SPOT thresholds and behavior indicators. At the conclusion of this lesson, you will participate in Airport Activity #1, where you will have an opportunity to practice the observation skills learned in Lesson 2.

Lesson 4: Referral
This lesson includes proper questioning techniques during, detecting deception in passenger statements, and Law Enforcement Officer (LEO) involvement. The lesson continues to review SPOT thresholds and introduces deception factors. At the conclusion of this lesson, you will participate in Airport Activity #2, which allows you to further practice SPOT activities.

Lesson 5: Report Requirements
This lesson includes an overview of SPOT reporting requirements for SPOT Referral Reports and incident reports, as well as proper data collection techniques. The lesson continues to review SPOT thresholds and deception factors.

Ask: Are there any questions so far relating to the course structure?

Answer: Answers will vary.

Slide 8: Course Requirements
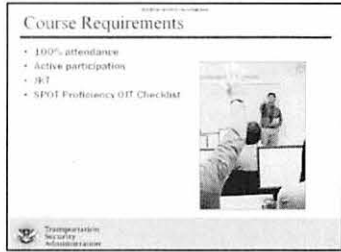
Teaching Point: Brainstorm with the class and record responses to the following question on a flipchart: "What types of things do you expect you will do as an active participant during this course?" Suggest activities that were not considered, such as role-playing, group activities, and observation and feedback sessions.

Teaching Point: Distribute handout: SPOT Proficiency/OJT Checklist and go over how to read it.

- **Attendance:**
  100% attendance is mandatory – you need to be here.

- **Active participation:**
  Let's discuss for a minute what you think active participation is going to involve during this course.

- **Job Knowledge Test (JKT):**
  A JKT will be given at the conclusion of this course. The JKT is a measure of course comprehension and consists of course content-related multiple-choice questions, true or false statements, and situation-based scenarios where you will be asked to determine a point value and follow-up action for each scenario.

  You will receive a pass or fail score on the JKT that will determine whether remediation and retest is required before continuing to the On-the-Job Training (OJT) portion of the course.

- **OJT:**
  You will participate in a minimum of 24 hours of OJT, which will be scheduled immediately after successful completion of the classroom-training portion of this course.

  The SPOT Proficiency/OJT Checklist details the areas in which you will be given feedback at the completion of your OJT.

  The OJT columns read "Meets Standard" and "Does Not Meet Standard" because the observation will serve as your OJT proficiency evaluation. If there are areas where you do not meet the standard, remediation will take place and another observation will be scheduled.

Slide 9: Course Logistics

Teaching Point: At some sites, participants are required to wear the TSA uniform. Be sure to clarify this ahead of time.

Instructors should provide important phone numbers at this time, including:

- Training site main number
- Instructor number for emergencies
- Any other pertinent contact information

Listed are topics to consider concerning the learning environment:

- **Access and escort requirements:** Inform participants of any access and escort requirements for the training facility.

- **Attire:** The proper attire is business casual. You may wear comfortable clothing. Jeans, shorts, muscle shirts, tank tops, or other sportswear are not permitted.

- **Cell phones:** Cell phones, pagers, and any personal entertainment devices may not be used in the classroom.

- **Restrooms and emergency exits:** Point out the location of the restrooms and emergency exits.

- **Smoking policy:** Inform participants of the smoking policy.

- **Food and beverages:** Inform participants of the policy regarding food and beverages in the training room(s). Inform participants of the location of break rooms, vending machines, and food outlets.

- **Promptness:** You are expected to arrive to class and return from breaks on time.

Flipchart: Classroom Rules

Ask participants to provide their own expectations for behavior or rules of conduct during the class. Instructors should document participants' classroom rules on a flipchart and post it on the wall for reference for the duration of the course.

Teaching Point: To start the Classroom Rules discussion, the instructor could provide an example such as, *"Can we agree to use respectful language?"*

Slide 10: Questions

Questions

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What questions do you have?

Teaching Point: Remember, if instructors do not know the answer to a question at this time, add it to the Parking Lot. Instructors may wish to hold some questions when the answers will be covered in a later lesson. Be sure to remove questions from the Parking Lot when they are answered.

Ask: What questions do you have before we move to the next lesson?

Answer: Provide participants with the appropriate answers. Make use of the Parking Lot if unable to answer a question.