

Instructor Guide

Lesson 2: Baseline and Behavior Analysis

Purpose: To provide Transportation Security Officers (TSO) with a description of establishing the environmental baseline, behavior observation and analysis, and behavior and appearance risk factors

Lesson Time: 3 hours

Instructor Materials	Participant Materials
<ul style="list-style-type: none">• Instructor Guide• Laptop• Projector and screen• Flipchart and easel• Markers	<ul style="list-style-type: none">• Participant Guide• Pen or pencil• SPOT Behavior Indicator Reference Guide• Handouts: Definitions, Behavioral Indicators and Weights

Icon	Description
	Activity identifies where activities take place during the delivery.
	Facilitated Discussion identifies where discussions led by the instructor take place during the course.
	Click identifies click-based animation. Look for the icon in the narrative to know when to advance to the next piece of information.
	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.

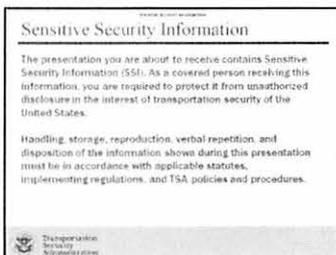
Slide 1: Baseline and Behavior Analysis

During this lesson, we will go over how to determine environmental baselines, discuss observation and analysis, and begin to learn behavior indicators.

The observation concepts used in the Screening of Passengers by Observation Techniques (SPOT) process are important to alert you to behavior cues and appearance factors. These concepts are not unique to TSA. They are used by other agencies and have helped divert potential terrorist acts.

Ask: Let's review. Can anyone provide the definition of SPOT?

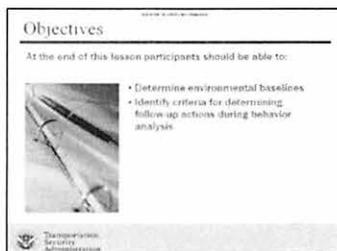
Answer: SPOT is a behavior observation and analysis program that detects behaviors and activities that deviate from an established environmental baseline. Individuals whose behaviors meet or exceed predetermined thresholds are referred for additional screening or law enforcement intervention. TSA developed and implemented the SPOT program based on behavior pattern recognition techniques used by various government agencies and supported by scientific research.

Slide 2: SSI Statement

Teaching Point: the statement on this slide must 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.

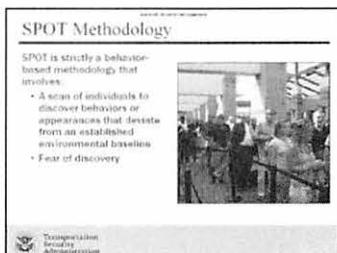
Handling, storage, reproduction, verbal repetition, and disposition of the information shown during this presentation must be in accordance with applicable statutes, implementing regulations, and TSA policies and procedures."

Slide 3: Objectives

At the end of this lesson participants should be able to:

- Determine environmental baselines
- Identify criteria for determining follow-up actions during behavior analysis

Teaching Point: Ensure participants understand what will be taught. The class will revisit the objectives during the lesson summary.

Slide 4: SPOT Methodology

As stated in the SPOT Standard Operating Procedures (SOP), SPOT relies on behavior observation and analysis to detect behaviors and activities that deviate from an established environmental baseline.

To perform SPOT, Behavior Detection Officers (BDO) scan individuals to discover behaviors or appearances that deviate from the expected environmental baselines for a particular environment or flight.

Teaching Point: Refer participants to the "Definitions" handout that may be used as a quick reference and study document.

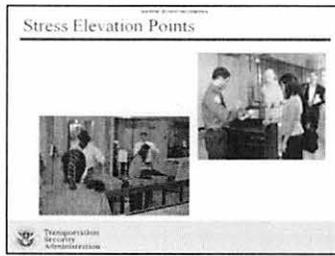


Reference: "Definitions" handout – see term "Concept of behavior analysis"

The concept of behavior analysis is centered around the fear of discovery. A person engaged in deception or an act in which the person fears being discovered will suffer mental stress, fear, or anxiety that is manifested through involuntary physical and physiological reactions that serve to dissipate the stress, fear, or anxiety.

The behavioral indicators we use in SPOT are ideal for detecting these involuntary reactions and distinguishing individuals without regard to race, ethnicity, or background. It is strictly a behavior-based methodology.

Slide 5: Stress Elevation Points



BDOs work in pairs to observe individuals for involuntary physical and physiological reactions that serve to dissipate the stress, fear, or anxiety.

While SPOT primarily takes place at the checkpoint to take advantage of these stress elevation factors, it may be conducted at alternate screening locations or other locations designated by the Federal Security Director (FSD). BDOs may also be deployed as part of a Playbook, Visible Intermodal Prevention and Response (VIPR), National Special Security Event (NSSE), or other Special Events operation.



Reference: "Definitions" handout – see term "Stress point"



Ask: What do you think we mean by the term "stress point"?

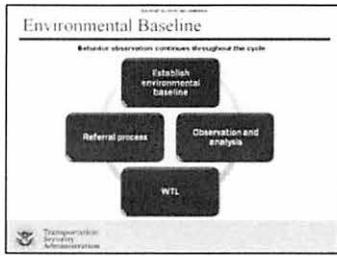
Answer: Stress points are locations where a passenger's fear of discovery will become heightened; his or her physical and physiological reactions will most likely be displayed because he or she is coming into a situation where he or she could potentially be caught or possible prohibited items found.



Ask: What do you think could be a stress point?

Answer: Answers should include: The Travel Document Checker (TDC), the divest area or x-ray (two of the most common), any point at which uniformed officers interact with passengers because they are persons of authority and will likely elevate a passenger's state. Stress points can be stationary, and they can be mobile (i.e., officer walking around terminal and either engaging a passenger or passengers or even just conducting observation and passengers notice this). One of the ways BDOs create stress points is when we conduct a procedure called Walk The Line, which we will discuss at length a little later. Basically, the BDO interacts and engages with passengers while they wait in the queue line approaching the TDC.

Slide 6: Environmental Baseline



Ask: What is the first step in the SPOT process?

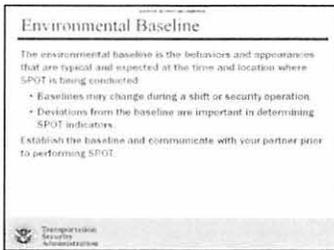


Answer: The first step is to establish the environmental baseline or what the norm is at your location.

Teaching Point: This slide is click-based. Ask the question and solicit answers before clicking to reveal the slide. Ensure that participant have addressed these points.

Each time a BDO steps onto the floor to conduct SPOT, these major steps must be followed.

Slide 7: Environmental Baseline



Reference: "Definitions" handout – see term "Environmental baseline"

The environmental baseline is the behaviors and appearances that are typical and expected at the time and location where SPOT is being conducted:

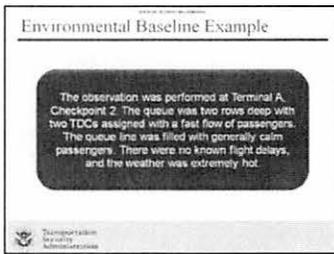
- Baselines may change during a shift or security operation.
- Deviations from the baseline are important in determining SPOT indicators.

Prior to performing SPOT, you and your BDO partner must work together to establish the environmental baseline. Remember that the baseline can change quickly. Be alert for changes.

- Meet with your partner prior to going out on the floor to ensure you have an understanding of how procedures will be carried out.
- Make sure each of you is on the "same page" with how communication will occur.
- Have a plan for what to do in emergency situations.

There are a variety of factors that could affect the environmental baseline and, ultimately, how you determine what behavioral indicators or anomalies are present. It is crucial that you understand your environment and what cause and effect events are impacting that environment.

Slide 8: Environmental Baseline Example



Following is an example of an environmental baseline:

“The observation was performed at Terminal A, Checkpoint 2. The queue was two rows deep with two TDCs assigned with a fast flow of passengers. The queue line was filled with generally calm passengers. There were no known flight delays, and the weather was extremely hot.”

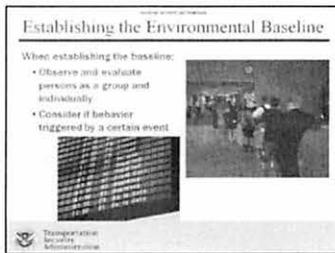
Ask: What type of information can you draw from this example of an environmental baseline? Why is this information important?

Answer: Answers should include:

- General demeanor of passengers was calm. This is important because it will help determine what anomalies might stand out. If the passengers were frantic, then assigning certain behaviors may be difficult because everyone is acting a certain way.
- There were no known flight delays. This is important as it relates to the above information. If there were flight delays, there might be an overall frantic demeanor or the passengers may not be as calm if there were no delays.
- The queue was two rows deep with two TDCs and a fast flow of passengers. This is important because it could affect the demeanor of the passengers. If there were an unruly or extremely angry passenger in line, the fact that the flow was fast would not be a factor, so that behavior would be an anomaly.
- The weather was extremely hot. This may be important in helping determine whether someone stands out based on his or her appearance or clothing that is appropriate or inappropriate for the time. For example, if someone is wearing a thick overcoat and it is extremely hot, then this may be an anomaly. On the other hand, if the air conditioning in the airport was on full blast and it was chilly inside, but still hot outside, this would need to be considered as well.

Teaching Point: Be sure to emphasize not to focus on just one of these items. For example, the weather is commonly cited when entering the information on the SPOT Referral Sheet. The baseline is comprised of a combination of these items.

Slide 9: Establishing the Environmental Baseline



Once the BDOs have arrived at the checkpoint and notified the TDC and Supervisory Transportation Security Officer (STSO) of their presence, they will begin the first step in the SPOT process, establishing an environmental baseline.

Ask: What are some of the factors that should be considered based on what we just discussed?

Answer: Answers should include at a minimum:

- Weather
- General demeanor of individuals
- General appearance of individuals (excluding race, disability, religion, or ethnicity)
- Physical layout of area
- Schedule of events (for example, flight delays, departures)

Teaching Point: Write the bulleted factors of the environmental baseline on a flipchart during (or have ready prior to) this discussion.

Teaching Point: Emphasize that it is the significance of the factors that is important.

Ask: How often does the baseline change? What do you do when that happens?

Answer: The baseline can change at any time. It is important that BDOs verify the change with their partners.

Ask: How do you ensure that both BDOs in a pair have the same baseline? Why does it matter?

Answer: Prior to performing SPOT, you and your BDO partner must work together to establish the environmental baseline. This includes gathering information from the STSO about staffing, schedule of events (flight loads), and layout of the checkpoints (number of lanes that will be running and any machines not operational). Remember that the baseline can change quickly. Be alert for changes.

In addition to the environment as a whole, we also consider the individual's baseline in assessing some behaviors. This will be discussed in depth later when we get to some of these behaviors.

The environmental baseline sets the stage for conducting SPOT. It begins by establishing the norm and puts the BDOs on level ground.

Slide 10: Activity: Environmental Baseline**Activity: Environmental Baseline**

Purpose: To practice establishing environmental baselines and observing for deviations from that baseline

Duration: 30 minutes; 15 minutes for role-playing preparation and 15 minutes for the presentation and discussion

Instructions:

Advise the class that they will split into two groups, and an instructor will meet with each group to plan a scenario in which they will simulate certain behaviors at a checkpoint. They will have 15 minutes to prepare, after which they will present their scenario to the other group.

Group 1 Instructions:

1. Tell the group that the observers will be given the following information about the checkpoint queue:
 - You are at Atlanta Hartsfield Airport and it's a Saturday in April at about 1 pm.
 - You've checked the flight schedule for this checkpoint and know that there are two large flights leaving within the hour: one for Miami and the other for Orlando.

Ask: What would you expect to see at the checkpoint? You What would the general demeanor be like?

Answer: People going on spring break, vacations, etc.

2. Assign one participant to be the individual who will show deviation from the environmental baseline. Instruct this person not to interact with anyone in the queue and to appear anxious and fidgety while standing in line. Have the person practice what this might look like.

3. Tell the rest of the group that they are to appear lively, at ease, and in good spirits while waiting in the queue (not rowdy). Encourage them to be friendly and visit with one another. Some may appear to be traveling together.
4. Set up yourself as the TDC and place the person exhibiting deviation near the center or end of the line. Be sure to set up the role-play so that all role-players will be visible to the observers while standing in the queue.
5. Practice and give feedback.

Group 2 Instructions:

1. Tell the group that the observers will be given the following information about the checkpoint queue:
 - It is Monday, 6 am at DCA.
 - You are working at a checkpoint that will have two US Air shuttles leaving within the next hour: one for LaGuardia and the other for Boston.

 **Ask:** What would you expect to see at the checkpoint? You What would the general demeanor be like?

Answer: People on business travel.

2. Assign one participant to be the individual who will show deviation from the environmental baseline. Instruct this person not to interact with anyone in the queue but to be looking around constantly at other people in the queue, surroundings, the TDC, and so forth. Have the person practice what this might look like.
3. Tell the group to generally mind their own business and appear unemotional about the process. They may pretend to talk on cell phones, drink coffee, read the paper but for the most part, remain fairly disinterested in anyone else.
4. Set up yourself as the TDC and place the person exhibiting deviation near the center or end of the line.
5. Practice and give feedback before presenting for the rest of the class.

General Instructions:

1. After about 15 minutes of planning and practice, reconvene the class. Advise the class that they will perform their scenarios for each other.
2. Prior to performing the role-play for each group, provide the audience with the background information about each checkpoint queue location.
3. Tell the participants that while they are observing the other group’s role-play, they will be completing two tasks: observing the queue as a group to establish an environmental baseline and observing individuals to look for noticeable deviations from the baseline.
4. Conduct a debriefing after each role-play. Present an opportunity for the participants to provide feedback.

Slide 11: Deviations from the Baseline

Relative deviation	Contextual deviation	Clustering
Degree, amount, or exaggerated nature	Time and location of observed deviation	Number and type of behavior and appearance factors

Teaching Point: Do not focus on the terms relative and contextual. Focus on the deviations.

Reference: “Definitions” handout – see term “Deviations from the baseline”

Deviations from baseline for an individual can be evaluated in terms of:

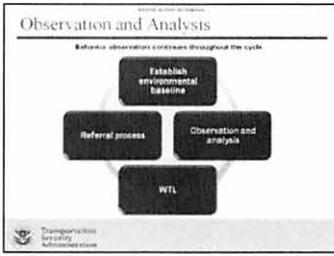
- Relative deviation – the degree or amount of deviation from the baseline or exaggerated nature of behavior
- Contextual deviation – the time and location of the observed deviation
- Clustering – the number and type of behavior and appearance factors

Individual behaviors may not be significant or could be the result of other factors. SPOT focuses on clusters of behaviors, not single behaviors. For example:

Faster eye-blink rate as a person submits to screening.

By itself, this behavior may not be significant, but when clustered with other behaviors such as sweaty palms, trembling, and increased breathing or panting, it may require a BDO to resolve the behaviors through SPOT Referral Screening or a Law Enforcement Officer (LEO) notification.

Slide 12: Observation and Analysis



Teaching Point: This slide is click-based. Ask the question and solicit answers before clicking to reveal the slide.



Ask: What is the next step in the SPOT Process?



Answer: The next step is Observation and Analysis.

Behavior observation is a scan of persons to discover behaviors or appearance that deviate from the expected environmental baselines for a particular environment or flight.

Slide 13: Behavior Observation and Analysis

Behavior Observation and Analysis

- Visually assess individuals for SPOT behavior cues and appearance factors
- Continually scan the entire area
- Communicate with your EDO partner throughout the process



Transportation Security Administration

Teaching Point: Emphasize that this step continues throughout all phases of the SPOT process.

Teaching Point: Introduce scanning techniques that will aid in looking for deviations from the baseline.

Reference: “Definitions” handout – see term “Behavior observation and analysis”

After establishing the environmental baseline, your task is to look for deviations from the baseline. When you notice these deviations, you will determine point scores based on the SPOT SOP and whether scores meet the SPOT thresholds.

Deviations from the baseline include assessing whether SPOT behavioral indicators are present and whether they depart from the norm. Observation and analysis continues throughout the entire SPOT process.

Ask: Why is the fear of discovery an important concept in SPOT?

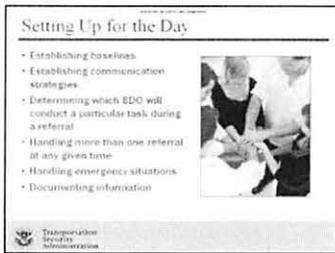
Answer: A person engaged in deception or an act in which the person fears being discovered will suffer mental stress, fear, or anxiety that is manifested through involuntary physical and physiological reactions that serve to dissipate the stress, fear, or anxiety. As we mentioned in the previous lesson, this is not the fear of dying, but the fear of failing to complete the mission.

Behavior analysis is not a guarantee in detecting terrorists. It is possible that innocent people may display behaviors cues and appearance factors and must be resolved, while the true terrorist may still go unnoticed because there are no behaviors displayed that indicate his or her intent. It is an extra tool for identifying and minimizing high-risk passengers.

Factors that will be identified as indicative of stress or deceptive behavior will vary from person to person. In some cases, none of the indicators may be present, while in others, indicative behaviors may not actually be the result of stress or deception.

Transition: “Now that we have gone over how to determine the baseline and how to communicate with your partner, it is important to discuss the practice of communicating with your partner from the start and some other things to think about when setting up for the day.”

Slide 14: Setting Up for the Day



Teaching Point: Discuss each of these key topics and what to do. Provide examples when applicable.

Working effectively in pairs requires good communication and planning. It is very important that each BDO knows what to do in any given situation prior to beginning SPOT. This way, SPOT procedures will be as seamless as possible, because there will not be any question as to what is supposed to happen during these situations.

There are some situations that will be the same across all shifts and even across partners. It is critical to communicate and discuss these situations in advance so that in the event of an emergency, or simply more than one referral in line, you and your partner will know what to do in these circumstances.

Some key topics to discuss with your partner and determine how to handle them include the following:

- Establishing baselines
- Establishing communication strategies
- Determining which BDO will conduct a particular task during a referral
- Handling more than one referral at any given time
- Handling emergency situations (i.e., imminent threats)
- Documenting information (i.e., report writing)

Slide 15: Behavioral Indicators and Weights



This table includes all of the indicator types and associated weights that we look for and subsequently score.

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.

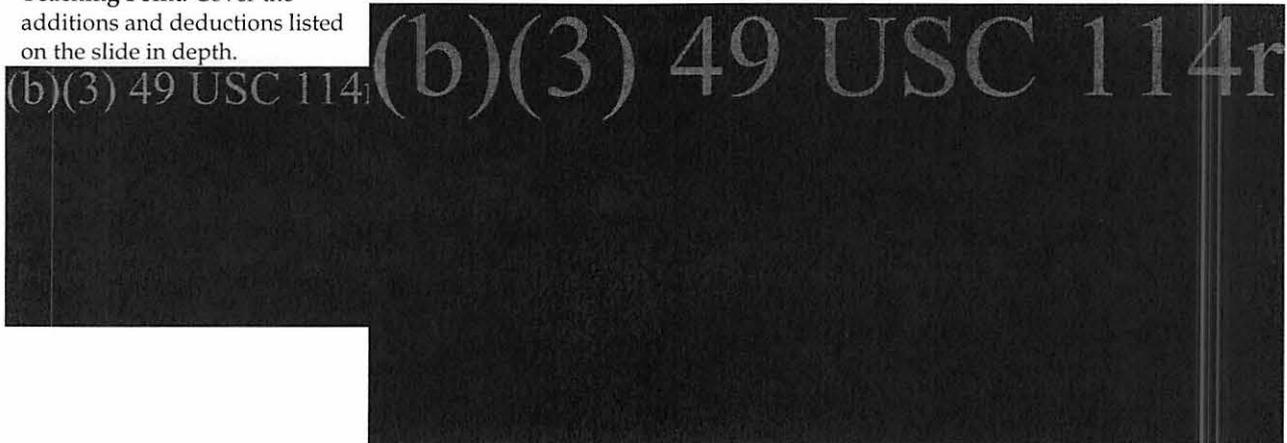


Reference: "Behavioral Indicators and Weights" handout

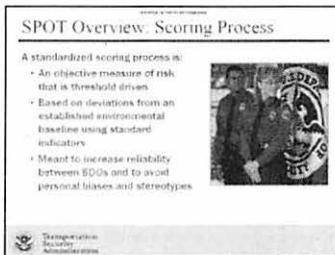
Teaching Point: Provide one or two examples from each category and move on.

Teaching Point: Cover the additions and deductions listed on the slide in depth.

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



Slide 16: SPOT Overview: Scoring Process



It is critical to ensure that every SPOT referral is consistent and uses the same objective measures throughout the SPOT program at every airport.

As BDOs, we look for anomalies -- things that stand out from the environmental baseline. This is critical to the success of SPOT.

Reliability is increased when a standard scoring system is used. This is because the same behaviors are assessed the same way, all the time. It is a reliable measure of high-risk passengers.

Teaching Point: Reiterate that it is critical to the success of SPOT to follow the scoring process. You must never decide to refer individuals because you think that they may reach the threshold. They must meet our thresholds to be considered for a SPOT referral.

Slide 17: Thresholds

(b)(3) 49 USC 114r

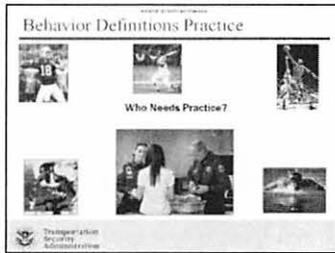
Scoring thresholds determine whether the person will proceed, be referred for SPOT Referral Screening, or be referred for SPOT Referral Screening and to an LEO:

(b)(3) 49 USC 114(r)

Teaching Point: Discuss (b)(3) 49 USC 114(r) and (b)(3) 49 USC 114(r)

If an individual attempts to (b)(3) 49 USC 114(r) BDO at the screening checkpoint, the BDO must offer the individual options in accordance with the Screening Checkpoint SOP, and refer the individual (b)(3) 49 USC 114r or SPOT Referral Screening. If th he Prohibited Items List, notify an LEO.

Slide 18: Behavior Definitions Practice



Teaching Point: This is a click-based slide. Click once to start the animation, which ends with the picture of BDOs. The athletes in this slide include Eli Manning, Hank Aaron, Michael Jordan, Jackie Joyner Kersey, and Michael Phelps.



In order to perform SPOT, BDOs must know and understand what the behavioral indicators are and how to score them throughout the process. This is a daunting task, as we have many indicators, but it is not impossible. With the right learning and practice, you can learn these behaviors and apply them to the scoring schema.

BDOs are not the only ones who need to practice. Every world-class athlete routinely practices to be able to excel in his or her field.



Activity: Behavior Definitions Practice

Purpose: To help BDOs memorize behavior definitions and point scores

Duration: 1 hour, 30 minutes



Reference: "SPOT Behavior Indicator Reference Guide"

Instructions:

1. Refer participants to the "SPOT Behavior Indicator Reference Guide" and allow them a few minutes for read the first introductory page of the guide. Explain that this document will eventually be in their airport for reference.
2. Advise participants that this section covers stress factors.
3. Go through each stress factor slide and ask the participants to provide examples of when the behaviors would or would not be assessed for this situation.



based. Ask the question and solicit answers before clicking to reveal the slide. Ensure that participants discuss and understand these points.



Ask: Can anyone provide examples of when points would be assessed or not assessed for this situation?



Answer: Answers will vary but should be in accord with the table.



Teaching Point: This slide is click-based. Ask the question and solicit answers before clicking to reveal the slide. Ensure that participants discuss and understand these points.



Ask: Can anyone provide examples of when points would be assessed or not assessed for this situation?



Answer: Answers will vary but should be in accord with the table.

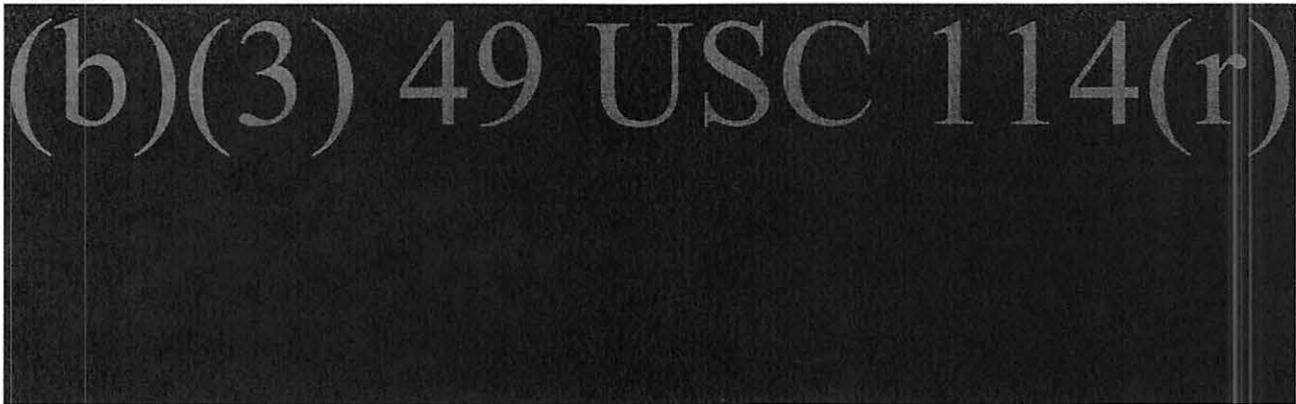


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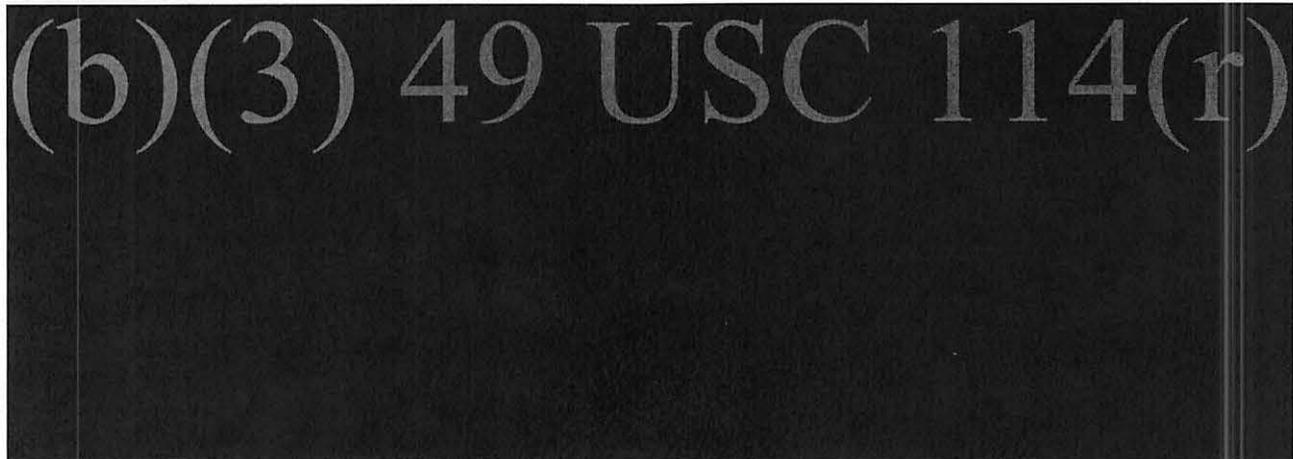
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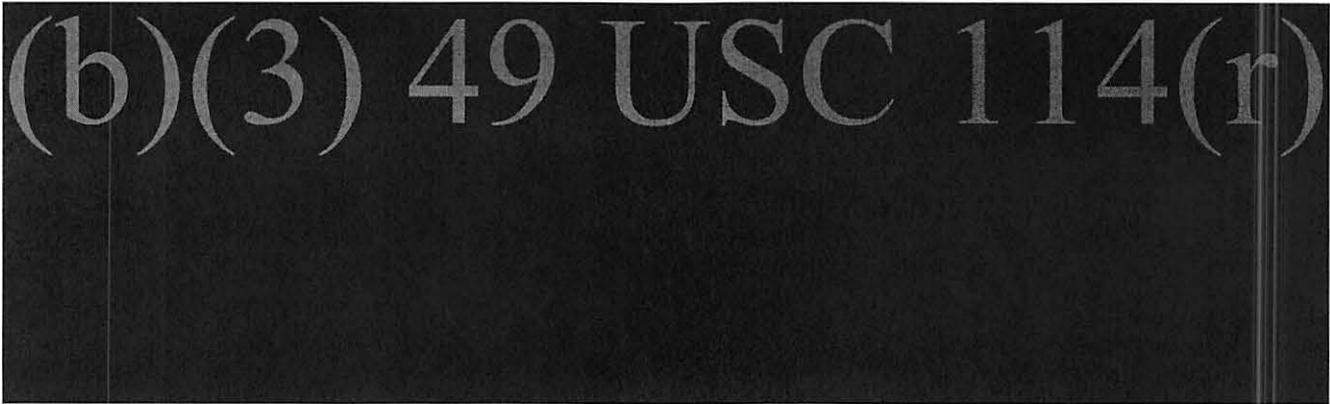
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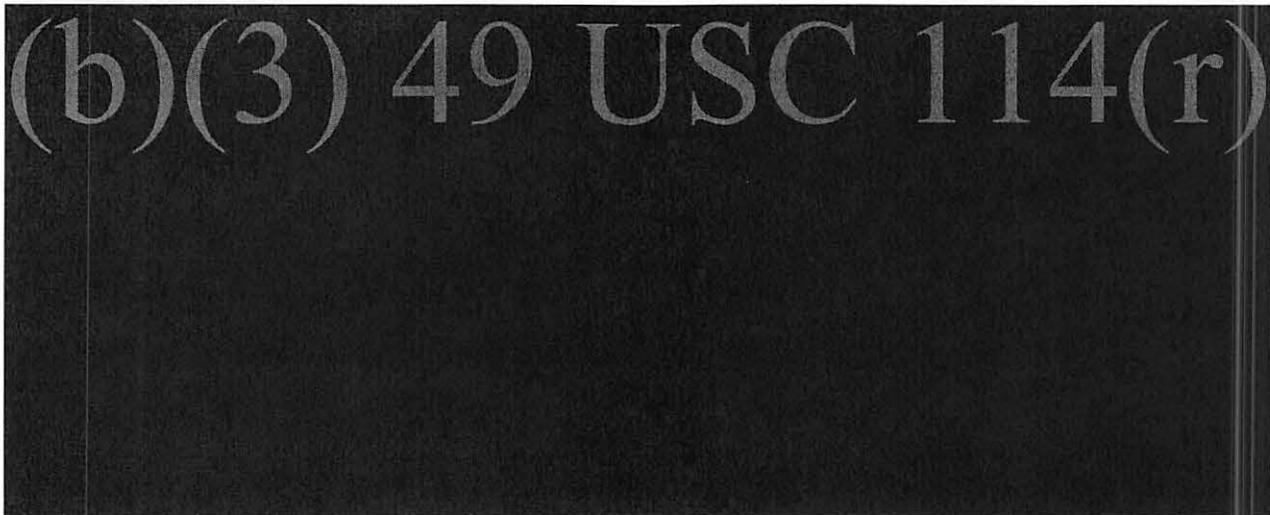


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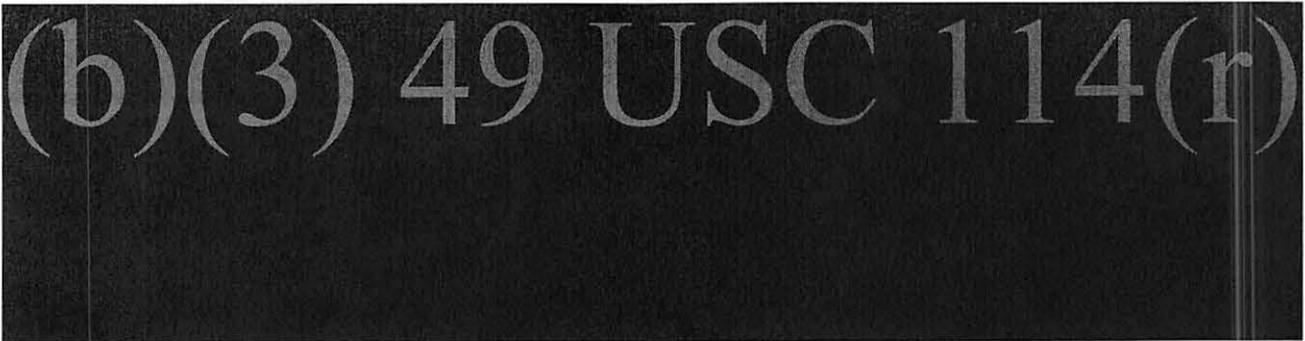


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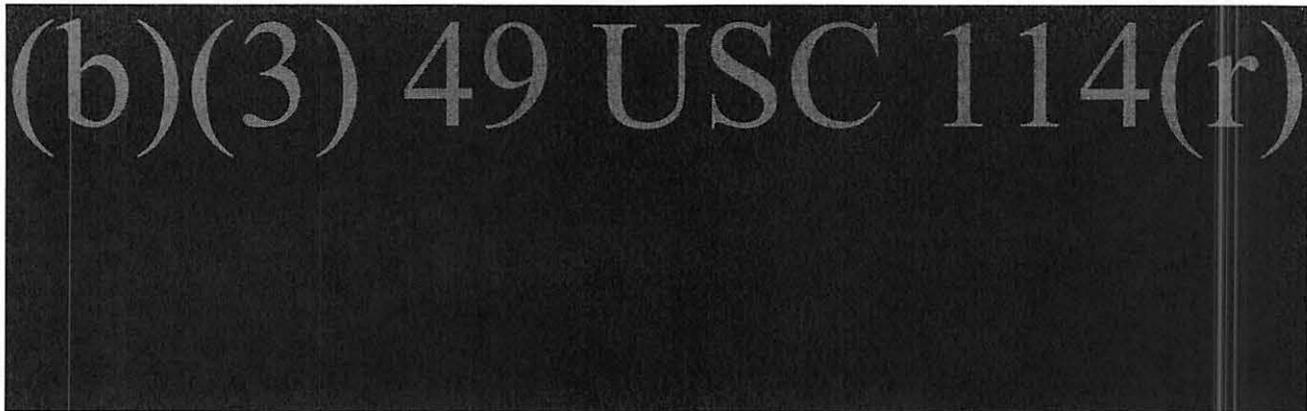


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Ask: Can anyone provide examples of when points would be assessed or not assessed for this situation?



Answer: Answers will vary but should be in accord with the table.

Transition: "This completes the review of Stress Factors. We will address other behavior indicators in the lessons that follow."

Slide 36: SPOT Check



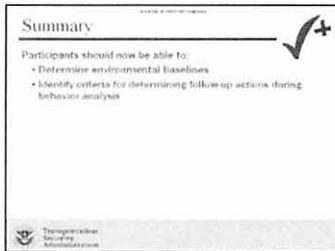
Ask: What do we as BDOs do to increase our scope of observation, help verify our observations, and remain mobile?

Answer: We work in pairs.

Ask: Why do we want to focus on the checkpoint?

Answer: The checkpoint is the main stress point. It is one of the first choke points for passengers. This area increases the likelihood of behaviors leaking out and is where the fear of discovery will be the strongest.

Slide 37: Summary



Teaching Point: To maintain participant interest, summarize the lesson by asking a series of open-ended questions rather than reading the objectives verbatim. Suggested questions are listed at the right and identified by the  icon.

Participants should now be able to:

- Determine environmental baselines
- Identify criteria for determining follow-up actions during behavior analysis

 **Ask:** How do you determine environmental baselines?

Answer: With your BDO partner, identify the behaviors and appearances that are typical and expected at the time and location where SPOT is being conducted.

 **Ask:** What are the criteria for determining follow-up actions during behavior analysis?

Answer: When you notice deviations, determine point scores based on the SPOT SOP and whether scores meet the SPOT thresholds  points for a SPOT referral and  points for an LEO referral.

Slide 38: Questions



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.

 **Ask:** Besides observation, what is the other most important task a BDO must do?

Answer: The BDO must engage passengers!