








Instructor Guide

Lesson 3: Walk The Line

Purpose: To provide participants with greater detail on the Walk The Line (WTL) portion of the Screening of Passengers by Observation Techniques (SPOT) process

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: SPOT Referral Report, Scoring Part 1 - Section 2 of the SPOT Referral Report, Video Scenarios

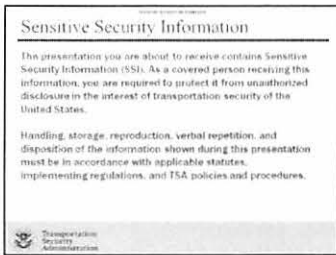
Icon	Description
	Activity identifies where activities take place during the delivery.
	Facilitated Discussion identifies where discussions led by the instructor take place during the course.
	Reference identifies materials for the participant to reference for more or specific information.
	Click identifies click-based animation. Look for the icon in the narrative to know when to advance to the next piece of information.
	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.
	Video identifies where video segments are used during the course.

Slide 1: Walk The Line



During this lesson, we will delve into the WTL process. This is a crucial element in SPOT, because it allows for engagement with the passenger.

Slide 2: SSI Statement

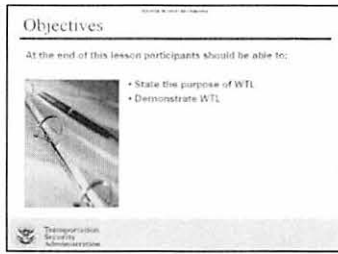


"The presentation you are about to receive contains Sensitive Security Information (SSI). As a covered person receiving this information, you are required to protect it from unauthorized disclosure in the interest of transportation security of the United States.

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."

Teaching Point: 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

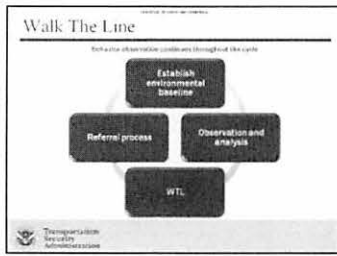


At the end of this lesson participants should be able to:

- State the purpose of WTL
- Demonstrate WTL

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

Slide 4: Walk The Line



Ask: What are the steps in the SPOT process?



Answer: The steps are establish environmental baseline, behavior analysis, WTL, and referral process.

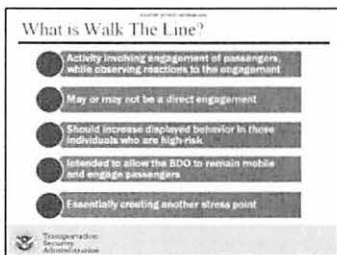
Teaching Point: This slide is click-based. Ask the first question and solicit answers before clicking to reveal the slide.



Ask: What is the first way a Behavior Detection Officer (BDO) begins to engage a passenger?

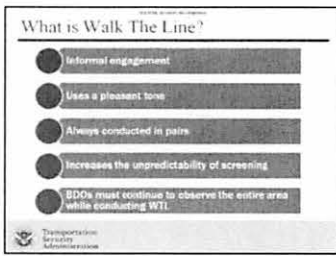
Answer: The first way a BDO begins to engage a passenger is WTL.

Slide 5: What is Walk The Line?



- WTL is about observing someone’s reactions to this engagement. It is less about the kinds of questions being asked.
- Just the simple act of approaching a passenger in the queue will alert others in the queue that they may be next, so it does not have to be a direct engagement.
- Those individuals with a fear of being discovered or who are high-risk will more likely display behaviors that are related to stress, fear, or anxiety when approached by a BDO in an unpredictable manner.
- The BDO is creating a mobile stress point or “choke point” for the passengers.
- Engagement of individuals increases the chance for behaviors to leak through.

Slide 6: What is Walk The Line?



- WTL is an informal engagement. It is imperative that BDOs engage as many passengers as possible.
- Because WTL is an informal engagement, it always involves using a pleasant tone.
- WTL is always conducted in pairs. In this way, one BDO can observe reactions while another BDO remains mobile.
- Engagement also encourages unpredictable screening, meaning that passengers will not know what is coming next.
- Engagement of individuals increases the chance for behaviors to leak through.



Facilitated Discussion: Lead a very brief discussion on why unpredictable screening is important.



Ask: Why is unpredictability important for security?

Answer: Answers should include:

- If someone knows where you are at all times and your pattern of work activity, it would be easy to circumvent that and get around certain types of screening.
- When BDOs remain mobile and engage passengers during WTL, for example, it increases this unpredictability. Individuals will not have a distinct pattern of your work.
- A passenger with nothing to hide or with no malicious intent should not even think twice about what is happening if engaged by a BDO.
- If a passenger is trying to hide something, then this engagement will likely increase his or her fear of discovery, and in turn, he or she will show more heightened behaviors as the BDO approaches or engages him or her.

Slide 7: SPOT Video Scenarios: WTL



This video provides an example of how to conduct WTL. Identification of SPOT-related behaviors will be covered later in the lesson.

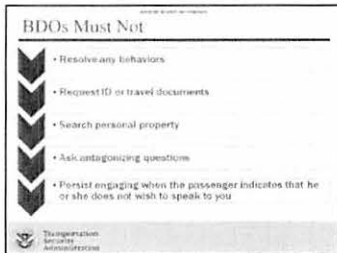


Facilitated Discussion: Play the video and then lead a discussion on the key learning points observed in video. The discussion should focus on how the BDO engages individuals and moves while conducting WTL.



Video: *Walk-the-Line 1*

Slide 8: BDOs Must Not:



In WTL, there is just not enough information to draw conclusions. WTL is simply a first step in engaging passengers to potentially increase the stakes for those individuals who are high-risk:

- A BDO cannot resolve behaviors, as this can only be done during a Casual Conversation (CC). To gain real insight or understanding as to why an individual may be showing behaviors, a more in depth conversation and attempt to resolve behaviors must take place -- not during the WTL engagement.
- A BDO must not request identification (ID) or travel documents. This will be done at the Travel Document Checker (TDC). We do not want to give the passenger the feeling that this interaction is a screening.
- A BDO cannot search any personal property. This can only be done during the actual screening - not when someone is out in the queue.
- Never ask antagonizing questions. The BDO must remain pleasant and keep the engagement informal.
- Do not continue to engage someone if he or she makes it clear that he or she does not want to talk with you. Just like the CC, this engagement is voluntary, especially outside of the checkpoint.

Slide 9: Activity: WTL Demonstration



Teaching Point: Be subtle when demonstrating these roles.



Activity: WTL Demonstration

Purpose: To help BDOs recognize correct and incorrect WTL procedures

Duration: 30 minutes

There are three parts to this activity.

Part 1:

Instructors will demonstrate correct and incorrect WTL procedures using the participants in the class as the “line.”

For the first demonstration, one instructor will act as BDO 1, observing from a general area, and the second instructor will act as BDO 2 and perform WTL.

BDO 2 should conduct a correct version of WTL, asking questions and showing that he or she is still observing the line as a whole. He or she should not ask the same question over and over to the participants in the line.

In the second demonstration, instructors should switch roles. During this demonstration, the WTL BDO will perform WTL incorrectly, including asking the same question over and over, and no real engagement with the passengers.

Part 1 Instructions:

1. Break participants into two groups. Have one group observe the demonstration while the other group stands in line. Switch groups for the second demonstration.
2. Have participants form a line. Instructors will demonstrate the correct procedures for WTL, including checking in with a partner.
3. Instructors will demonstrate a second time, with their roles reversed and incorrect procedures demonstrated.
4. Reconvene the class to debrief.

Ask: Obviously, these two demonstrations were very different from each other. Which one of these was the more effective version?

Answer: The first demonstration was more effective.

Ask: What were some of things that were not performed correctly during the second demonstration, and why is it important to perform these actions correctly?

Answer: Answers should include:

- The same question was asked over and over. This is not good because if someone in line hears this time and again, he or she is going to lose the feeling of unpredictability and fear. The individual will know what is coming.
- There was no interaction. The BDO did not seem to pay attention to the passenger he or she was engaging. This is not good. It lets the passenger know that the BDOs are not really listening to them. Also, more importantly, if the BDOs are not truly engaging the passengers, then the BDOs cannot be observing for reactions!

Ask: What are some good questions a BDO can use when performing WTL?

Answer: Answers will vary. Examples include:

- Where might you be headed today?
- What brings you to the airport today?
- How is the weather outside?
- How were the lines to check your bags?
- How is your team doing? (People who are wearing a sport team clothing article)
- Have you ever had trouble with your electronic boarding pass?

Teaching Point: The instructor should demonstrate this concept by saying things like, “Where are you headed today?” or “What brings you to the airport today?” in an antagonistic way, and then in a neutral, conversational way.

Ask: Can the BDO’s tone or attitude influence an individual’s behavior during WTL? If so, why is this important?

Answer: Yes, a BDO’s tone and behavior can influence an individual’s behavior during WTL. For example, asking a question in what the individual perceives to be an antagonistic manner could artificially elevate his or her behavior. Projecting a bad mood could also influence an individual’s behavior.

Part 2:

Instructors will again demonstrate correct and incorrect WTL procedures using the participants in the class as the “line.”

For the first demonstration, one instructor will act as BDO 1, observing from a general area, and the second instructor will act as BDO 2 and perform WTL.

During this demonstration, the WTL BDO will perform WTL correctly but will not communicate in any way with his or her partner. The observing BDO will demonstrate incorrect procedures such as not paying attention to the line, crossing arms, texting, and so forth.


In the second demonstration, instructors should switch roles. Both will perform their roles correctly.

Part 2 Instructions:

1. Break the participants into two groups. Have one group observe the demonstration while the other group stands in line. Switch groups for the second demonstration.
2. Have participants form a line. Instructors will demonstrate the incorrect procedures for WTL.
3. Instructors will demonstrate a second time, with their roles reversed, and will demonstrate correct procedures.
4. Reconvene the class to debrief.

Ask: Which one of these demonstrations was the more effective version? Why was it more effective?

Answer: The second demonstration was more effective.

 **Ask:** What were some of the things that were not performed correctly during the first demonstration, and why is it important to do them correctly?

Answer: Answers should include:


- The BDOs did not communicate with one another. This is not good because if an individual is demonstrating behavior indicators, the BDOs will not be able to carry out the referral smoothly. BDO 1 was not paying attention. This is not good because it defeats the purpose of working in pairs.

Part 3:


Now it is time for participants to demonstrate WTL. Ask for two volunteers from the class. If no one volunteers, then select two people at random.

Part 3 Instructions:

1. Allow the two volunteers a few minutes to form a plan of how they will demonstrate behaviors.
2. Break the remaining participants into two groups. Have one group observe the demonstration while the other group stands in line.
3. Thank the volunteers and reconvene the class to debrief.

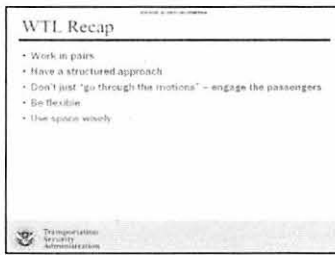
 **Ask:** Who would like to recap what we just saw?

Answer: Answers will vary, depending on the role-playing.

 **Ask:** (Ask the volunteers) What if anything would you do differently if you had to do it over again?

Answer: Answers will vary.

Slide 10: WTL Recap



Teaching Point: Really emphasize these points.

Ask: Do you have to engage each and every person you encounter in WTL by talking to them?

Answer: You do not have to talk to every person. In fact, you want to increase unpredictability, so “mixing it up” is a good strategy.

It is imperative that you all work together as pairs and have a structured approach to WTL prior to going out on the floor and conducting WTL.

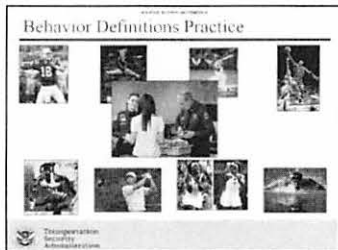
BDOs should make sure that they are creating the most useful and effective conversation with passengers. For example, do not stand and try to talk to a passenger while he or she has just divested his or her bag. The passenger’s attention will be on the bag.

Do not just quickly say, “Hi, how are you today?” to every passenger. Actually pause and briefly talk to someone.

Be flexible and use your space wisely. If you need to walk outside of the station, that is okay. Change and flexibility are musts. Each checkpoint is different, and situations will shift. You will have to adjust your SPOT method to get the most out of it. You must maximize the engagement.

Transition: *“Now that we’ve discussed WTL, let’s continue learning about behavior cues and appearance factors.”*

Slide 11: 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, Michael Phelps, Tiger Woods, Serena and Venus Williams, and Shawn Johnson (Gold Medal Olympic gymnast).



BDOs are in good company when it comes to practicing to stay sharp.



Activity: Behavior Definitions Practice

Purpose: To help BDOs memorize behavior definitions and point scores

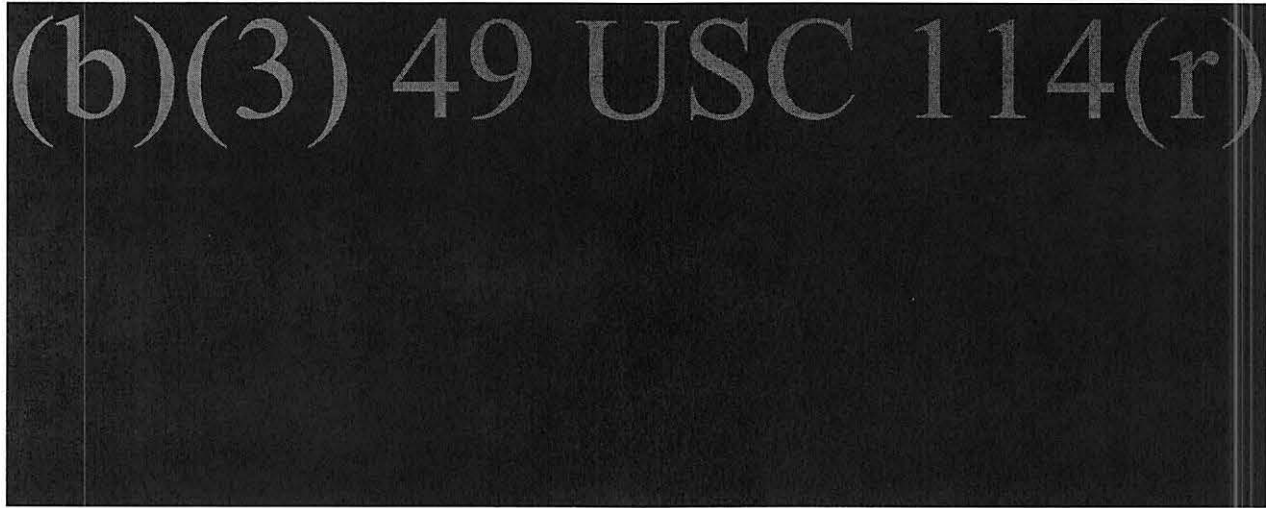
Duration: 1 hour, 30 minutes



Reference: SPOT Behavior Reference Guide

Instructions:

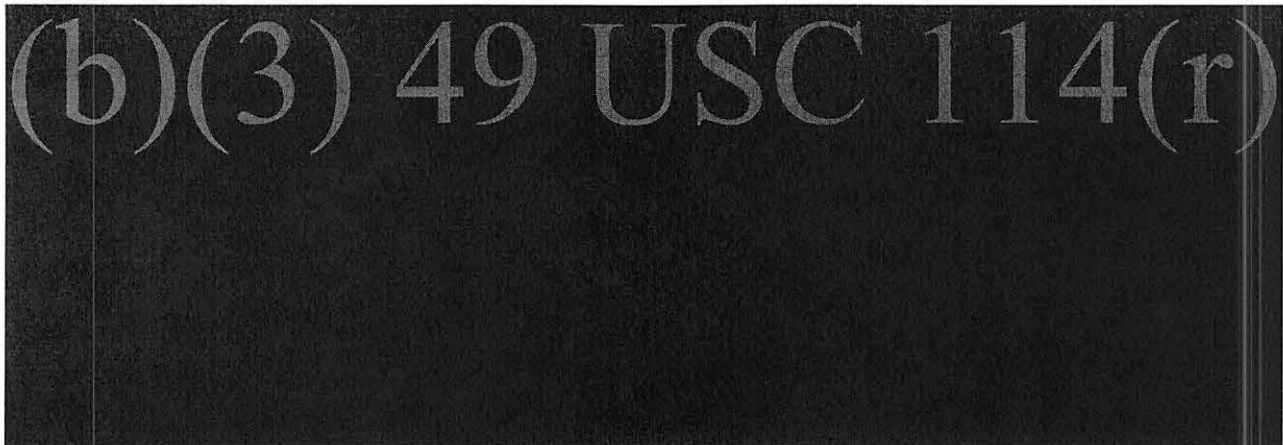
1. Refer participants to the *SPOT Behavior Indicator Reference Guide*. This review covers fear and deception factors.
2. Go through each slide and ask the participants to provide examples of when the behaviors would or would not be assessed for this situation.



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.



reveal the slide. Ensure that participant really understand these concepts before moving on.



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.



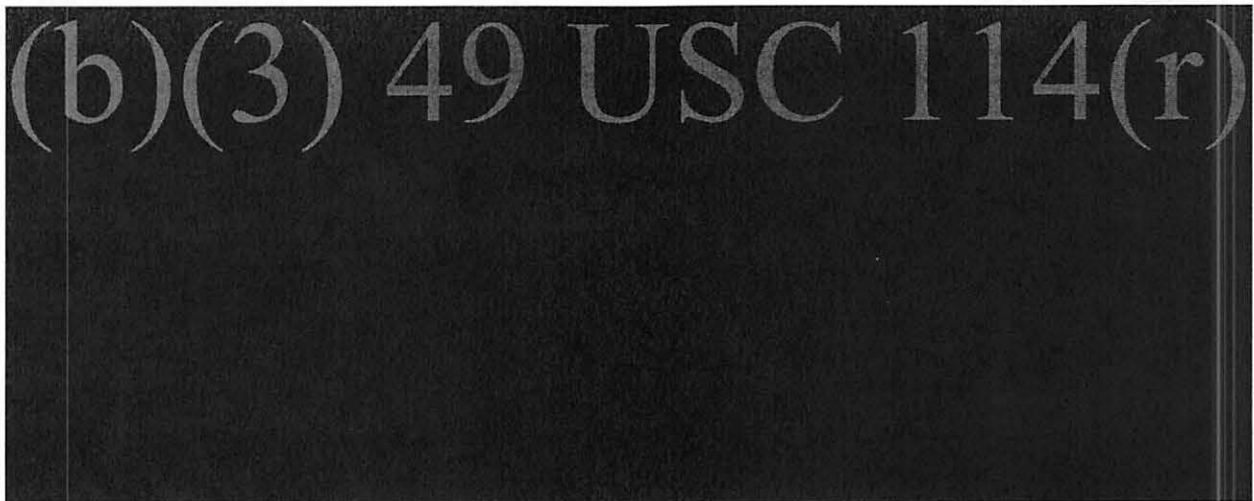
based. Ask the question and solicit answers before clicking to reveal the slide. Ensure that participant really understand these concepts before moving on.



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



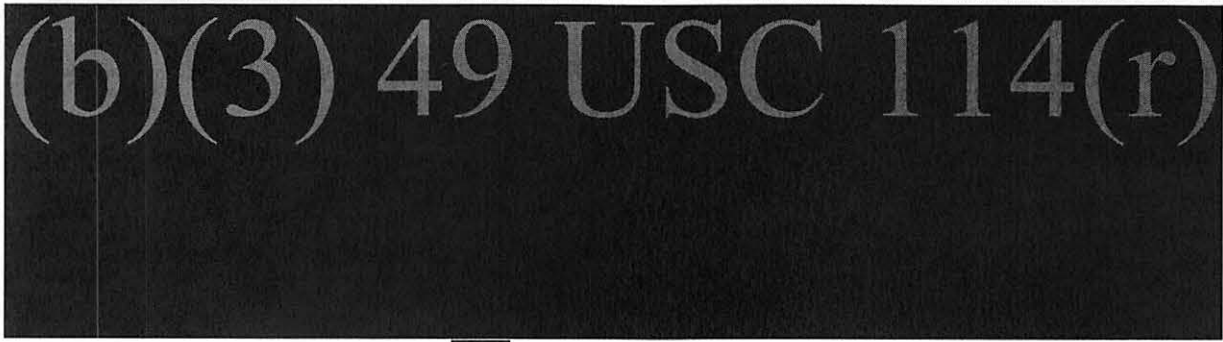
Answer: Answers will vary but should be in accord with the table.




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 participant really understand these concepts before moving on.


 **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.

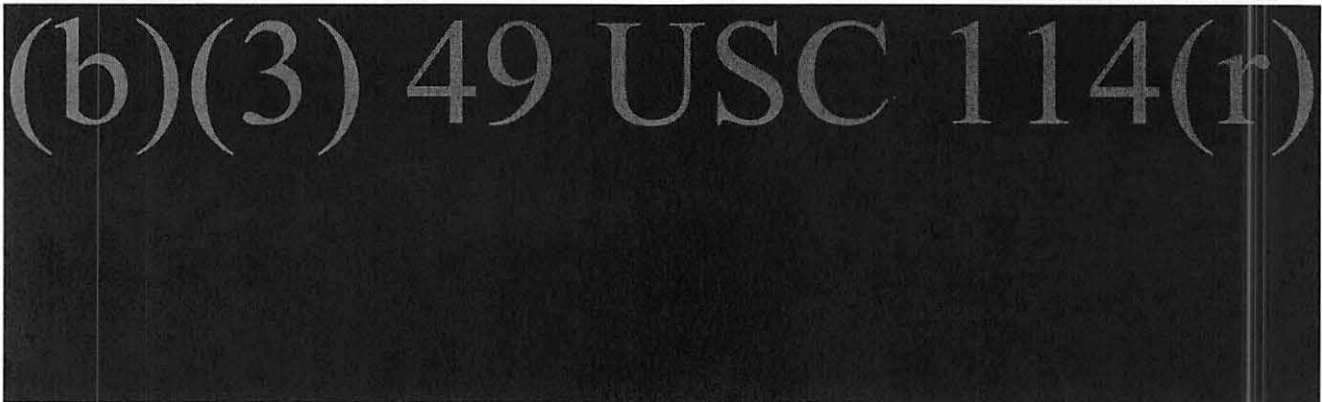


based. Ask the question and solicit answers before clicking to reveal the slide. Ensure that participant really understand these concepts before moving on.

 **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.



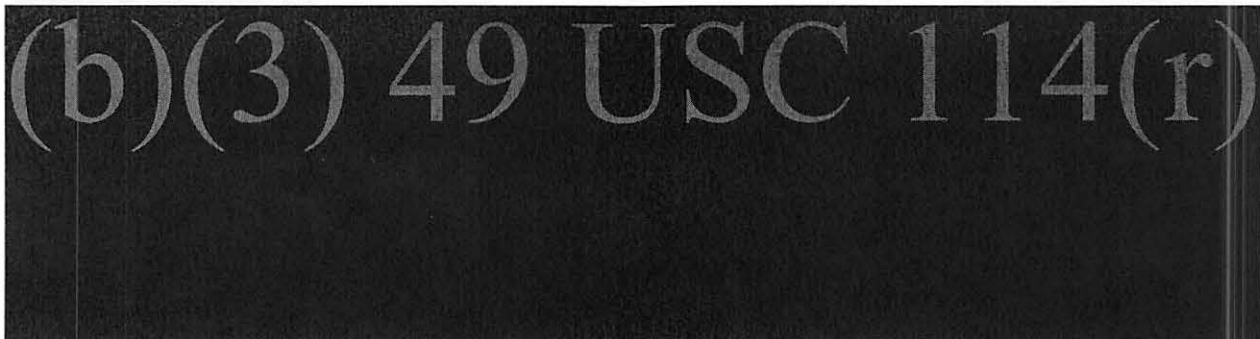
solicit answers before clicking to reveal the slide. Ensure that participant really understand these concepts before moving on.



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 participant really understand these concepts before moving on.



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.



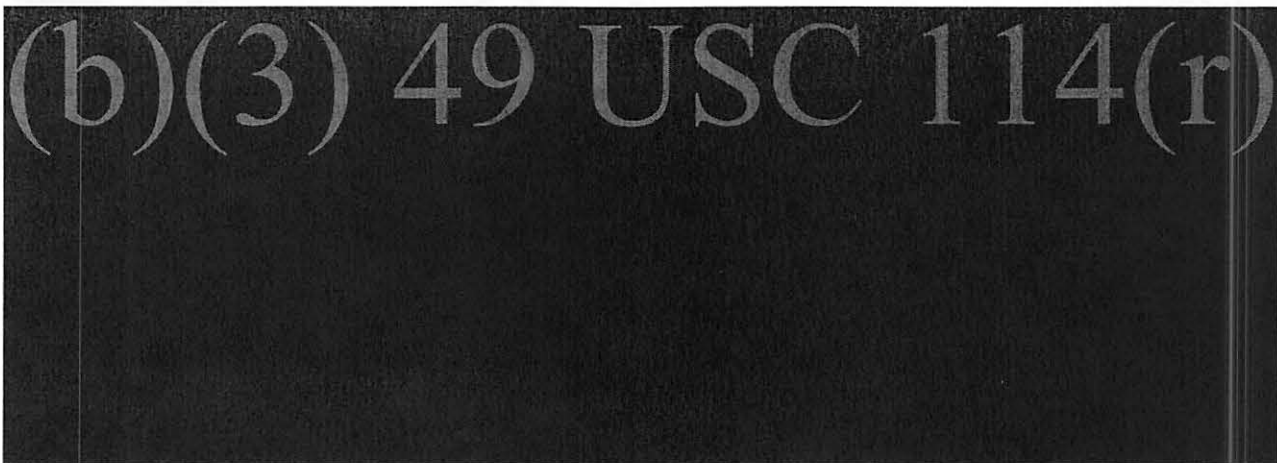
participant really understand these concepts before moving on.



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.



participant really understand these concepts before moving on.



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 participant really understand these concepts before moving on.



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 participant really understand these concepts before moving on.



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.



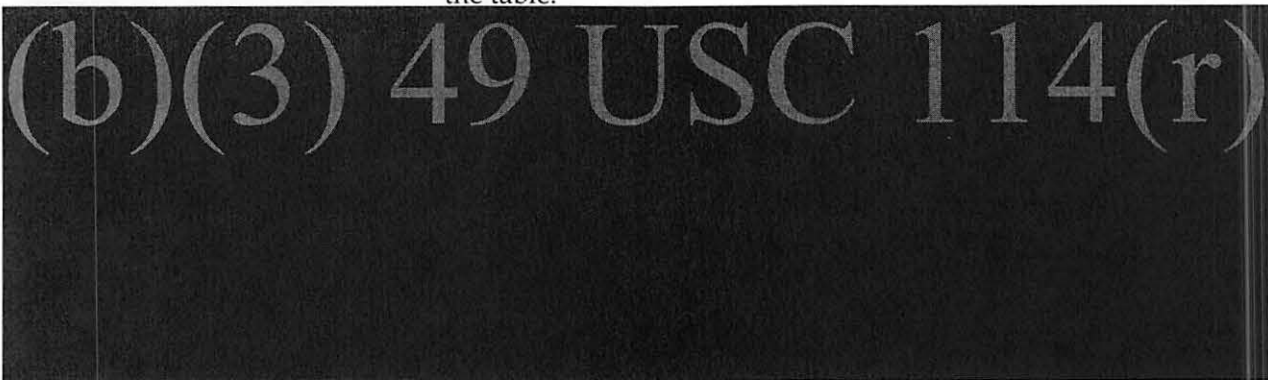
participant really understand these concepts before moving on.



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.

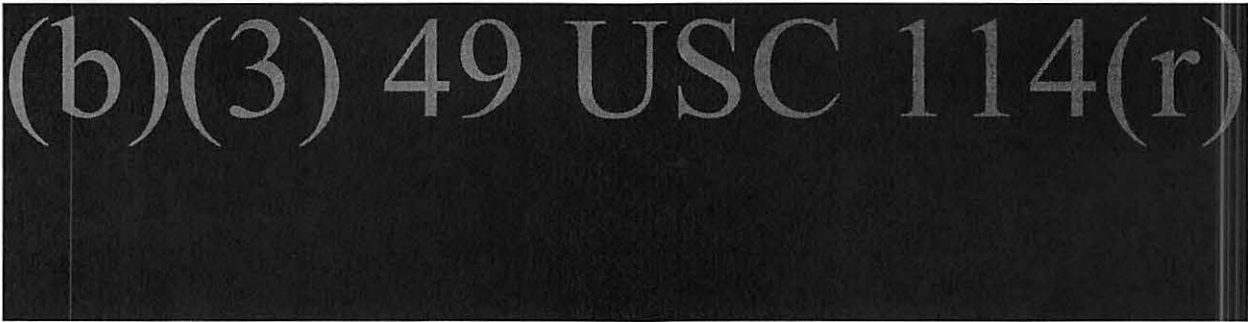


Teaching Point: This slide is click-based. Ask the question and solicit answers before clicking to reveal the slide. Ensure that participants really understand these concepts before moving on.

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 participant really understand these concepts before moving on.

be assessed or not assessed for this situation?



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

Transition: "Now we will begin going over the Deception Factors. These are worth 3 points each."



Teaching Point: This slide is click-based. Ask the question and solicit answers before clicking to reveal the slide. Ensure that participant really understand these concepts before moving on.

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 participant really understand these concepts before moving on.

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 participant really understand these concepts before moving on.


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.

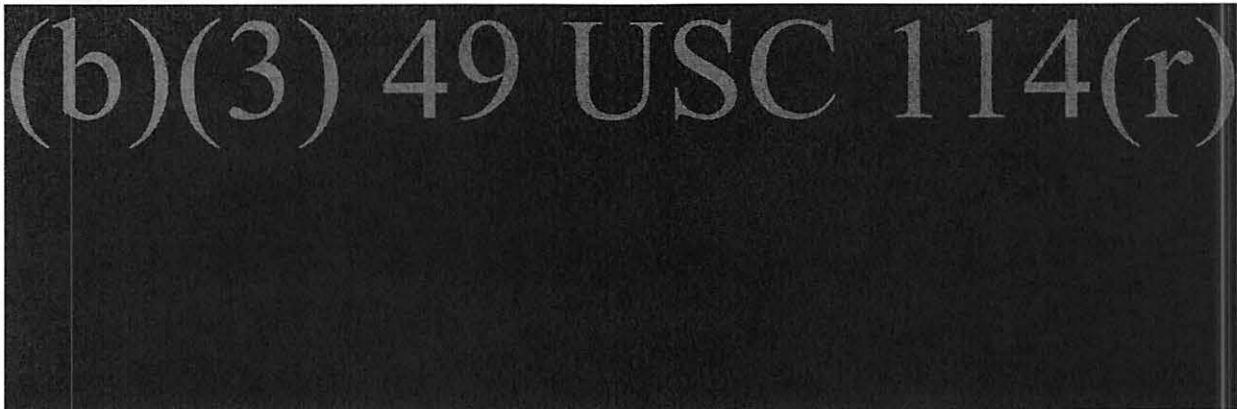


Teaching Point: This slide is click-based. Ask the question and solicit answers before clicking to reveal the slide. Ensure that participant really understand these concepts before moving on.


 **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.

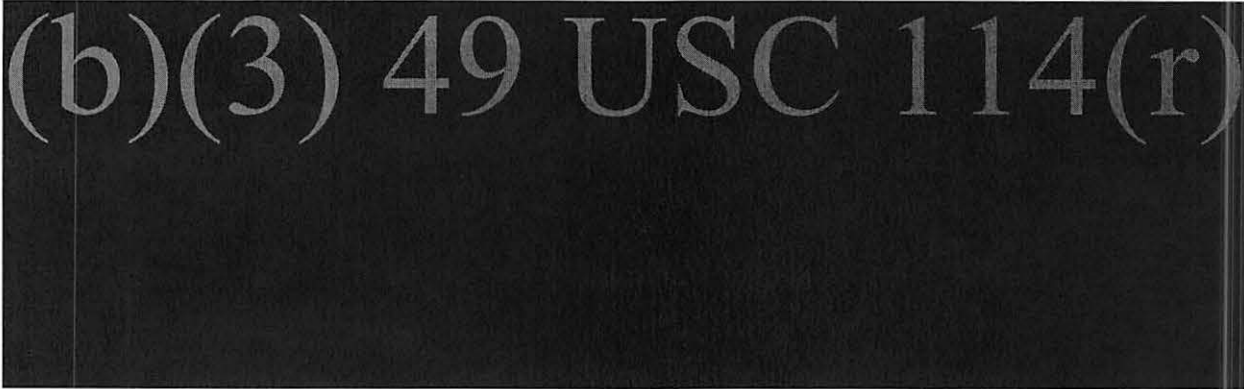


solicit answers before clicking to reveal the slide. Ensure that participant really understand these concepts before moving on.

 **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.



solicit answers before clicking to reveal the slide. Ensure that participant really understand these concepts before moving on.



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.

Slide 33: Activity: Scoring



Activity: Scoring

Purpose: To provide familiarity and initial practice for scoring behavior cues and appearance factors

The SPOT Referral Report will be used in this activity as a reference sheet as it contains a section for scoring behavior cues and appearance factors.

Duration: 30 minutes: 15 minutes for completion and 15 minutes to debrief as a class



Reference: "Scoring Part 1 – Section 2 of the SPOT Referral Report" handout

Instructions:

1. The class will work in pairs to complete this activity.
2. Use the "Scoring Part 1 – Section 2 of the SPOT Referral Report" handout as you complete this exercise.
3. For each situation given on the handout, determine the behaviors, point total, deductions (if any), Section 2 Sub-Total, and follow-up action.

Ask: For Situation A, what are the behaviors, points, deductions, Section 2 subtotal, and follow-up actions?

Answer: Answer should include:

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

Ask: For Situation B, what are the behaviors, points, deductions, Section 2 subtotal, and follow-up actions?

Answer: Answer should include:

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

Ask: For Situation C, what are the behaviors, points, deductions, Section 2 subtotal, and follow-up actions?

Answer: Answer should include:

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

■ **Ask:** For Situation D, what are the behaviors, points, deductions, Section 2 subtotal, and follow-up actions?

Answer: Answer should include:

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

■ **Ask:** For Situation D, what if the husband had reached a ■
What would you do?

Teaching Point: Emphasize again

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

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

■ **Ask:** For Situation E, what are the behaviors, points, deductions, Section 2 subtotal, and follow-up actions?

Answer: Answer should include:

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

Slide 34: SPOT Video Scenarios



Activity: Behavioral Observation

Purpose: To provide familiarity and practice in the application of scoring appearance and behavior factors contained in Part I of the SPOT Referral Report

Duration: 1 hour

Materials: Behavior Indicators Reference Guide

Teaching Point: Review directions with the class. Show each videotaped scenario. Do not comment during the video or replay it more than twice.

Give participants time to identify behaviors and point values from reference materials to determine a point value, deductions, and sub-total. Monitor the class to determine that all have finished before debriefing each scenario.

For purposes of this exercise, participants may use their reference sheets and forms to become more familiar with the point values.

After viewing the video, lead a discussion on the SPOT behavior cues and appearance factors displayed in the video and how they would be captured on the handout.

Ask direct questions during reviews. Ensure all participants get involved in the discussion.



Reference: "Video Scenarios" handout



Video: *Behavior_Observation_1, Behavior_Observation_2, Behavior_Observation_3, and Behavior_Observation_4*

Instructions:

1. We will observe a series of four video scenarios.
2. Using a "Video Scenarios" handout for each video, record the name of the video (shown at the beginning of each video), your observations, and the points on the handout.
3. Using appearance and/or behavior points you observe, determine the individual's point value, sub-total, and follow-up action, if necessary. This will be done individually for each video, before moving on to the next one.
4. Be prepared to explain your observations and scoring rational to the class and instructors.



Facilitated Discussion: Lead a discussion on the SPOT behavior cues and appearance factors displayed in the video and how they would be captured on the handout.



Ask: For scenario 1, what are the behaviors, points, deductions, Section 2 subtotal, and follow-up actions?

Answer: Answers should include:

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



Ask: For scenario 2, what are the behaviors, points, deductions, Section 2 subtotal, and follow-up actions?

Answer: Answers should include:

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



Ask: For scenario 3, what are the behaviors, points, deductions, Section 2 subtotal, and follow-up actions?

Answer: Answers should include:

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

Ask: For scenario 4, what are the behaviors, points, deductions, Section 2 subtotal, and follow-up actions?

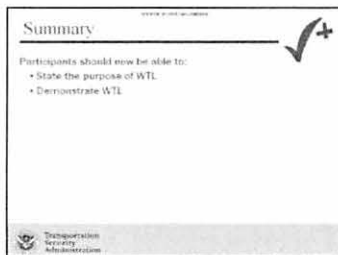
Answer:

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

Ask: Would you hold these points for the female who displayed them and the procedures if she returns to the screening process?

Answer: Yes.

Slide 35: 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:

- State the purpose of WTL
- Demonstrate WTL

Ask: What is the purpose of WTL?

Answer: WTL is about observing someone’s reactions to this engagement. It is less about the kind of questions being asked.

Ask: What happens when a BDO walks the line?

Answer: The BDO is creating a mobile stress point or “choke” point for the passengers.

Ask: What happens when BDOs engage individuals?

Answer: Engagement of individuals increases the chances for behaviors to leak through.

Engagement also encourages unpredictability, meaning that passengers will not know what is coming next.

Slide 36: Questions



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.

Teaching Point: Remember, if the answer to a question is unknown, add question 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.

Slide 37: Activity: Airport Visit #1**Activity: Airport Visit #1**

Purpose: To provide practice in establishing environmental baselines and conducting behavior observation in a real setting

Duration: 1 hour, 30 minutes

Materials: Notebooks; do not take Referral Reports to the airport

Instructions:

This activity will take place at checkpoints within the airport. We will meet at the designated rally point and work in groups of four at the airport, with one instructor/monitor.

1. After checking in with the checkpoint supervisor, we will check the flight schedule and observe the checkpoint for approximately 10 minutes to start establishing our environmental baseline.
2. We will move away from the checkpoint and you may make any notes about your baseline observations that will help remember key points for discussion. The group will discuss what they observed as an environmental baseline.
3. We will return to the checkpoint and practice behavior observation for approximately 30 minutes. While doing this you may need to step away to discreetly use your reference sheet, or jot down notes about an individual observed so that you can later discuss it with your group. Meet with your instructor as directed to do group discussions and debriefs.
4. After each group meets to discuss their first 30 minutes of observation, you will return to the checkpoint to continue the process. Your instructor will spend one-on-one time with any group member requiring it. He or she will choose specific individuals for both of you to observe during this time and then question you about what you noticed. At the conclusion of the Airport Activity, the class will reconvene to debrief.