








# Instructor Guide

## Lesson 4: Referral Process

**Purpose:** To provide Transportation Security Officers (TSO) with information on steps in the SPOT Referral Screening process, conducting Casual Conversation (CC), and criteria used for Law Enforcement Officer (LEO) notifications

**Lesson Time:** 4 hours

Instructor Materials	Participant Materials
<ul style="list-style-type: none"><li>• Instructor Guide</li><li>• Laptop</li><li>• Projector and screen</li><li>• Flipchart and easel</li><li>• Markers</li></ul>	<ul style="list-style-type: none"><li>• Participant Guide</li><li>• Pen or pencil</li><li>• SPOT Behavior Indicator Reference Guide</li><li>• Handouts: Definitions, SPOT Referral Report, SPOT Video Scenarios</li></ul>

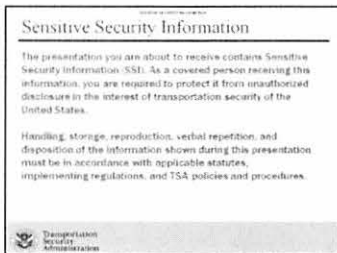
Icon	Description
	<b>Activity</b> identifies where activities take place during the delivery.
	<b>Facilitated Discussion</b> identifies where discussions led by the instructor take place during the course.
	<b>Click</b> identifies click-based animation. Look for the icon in the narrative to know when to advance to the next piece of information.
	<b>Reference</b> identifies materials for the participant to reference for more or specific information.
	<b>Flipchart</b> identifies where the instructor should use already created flipcharts or where discussion points should be captured on a flipchart.
	<b>Question Mark</b> identifies where the instructor should ask questions.
	<b>Video</b> identifies where video segments are used during the course.

**Slide 1: Welcome**



Once it is determined that an individual has reached a SPOT threshold, whether scoring (b)(3) 49 USC 114(r) a SPOT Referral must be completed and then go into detail on the CC.

**Slide 2: Welcome**

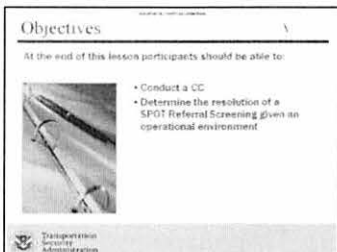


*"The presentation you are about to receive contains Sensitive Security Information (SSI). As a covered person receiving this information, you are required to protect it from unauthorized disclosure in the interest of transportation security of the United States.*

*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**

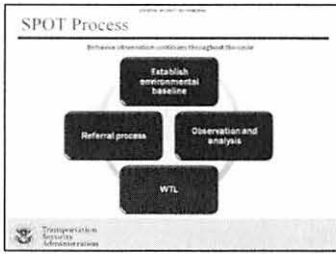


At the end of this lesson participants should be able to:

- Conduct a CC
- Determine the resolution of a SPOT Referral Screening given an operational environment

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

Slide 4: SPOT Process



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



**Ask:** What are the steps in the SPOT process?

**Answer:** The steps are: establish environmental baseline, behavior analysis, Walk The Line (WTL), and the referral process.

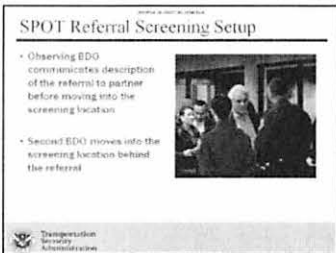


**Ask:** What step continues throughout the BDO process?



**Answer:** Behavior observation and analysis continues throughout the SPOT process.

Slide 5: SPOT Referral Screening Setup



**Teaching Point:** There are different ways and methods for getting to the referral, and the BDOs will have to make sure it is a seamless process and something that works given the layout, crowd, and flow. The second BDO's main goal is to keep a visual on the passenger.

**Teaching Point:** Give participants a detailed description of the mechanics of a referral.

When a BDO determines an individual has reached the threshold for SPOT Referral Screening, the observing BDO must communicate the behaviors and a description of the referral to his or her partner before moving into the screening location. The second BDO must pick up the observation of the individual and must be able to determine if the passenger exhibits additional behavior cues and appearance factors.

The second BDO should move into the screening location behind the referral and quickly move into a position to continue observing the referral. He or she should retrieve the identification (ID) and travel documents from the referral as soon as possible.

**Slide 6: SPOT Thresholds and Outcomes**



**Teaching Point:** Give an example of when it is not allowable to conduct a full SPOT referral (for example, in the public area prior to the checkpoint).

This table represents our two thresholds.

This is an “If, And, Then” table that simplifies and visually represents our scoring schema.

If an individual has reached [redacted] points and intends to enter the screening process, then that person is referred for SPOT Referral Screening.

If that person is not intending to enter the screening process, then the BDO must continue to observe and report observations to a manager.

**Ask:** Can a BDO search any accessible property or check ID and travel documents while in the public area?

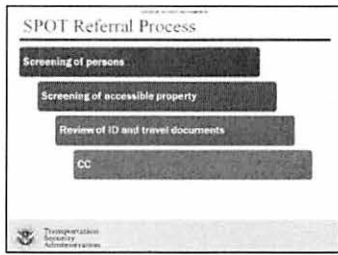
**Answer:** No. A BDO may not search property or check travel documents in the queue or the public area, but he or she may notify an LEO as appropriate.

If an individual has reached [redacted] and intends to enter the screening process, that person is referred for SPOT Referral Screening, as well as an LEO call.

However, if that person does not intend to enter the screening process, then the BDO must call for LEO referral.



Slide 7: SPOT Referral Process



**Teaching Point:** Discuss AT2 x-ray procedures, LCS screening procedures, and ETD alarm resolution procedures.

**Reference:** "Definitions" handout – see term "SPOT referral screening"

There are four main tasks that have to occur during the referral:

- Screening of persons
- Screening of accessible property
- Review of ID and travel documents
- CC

**Screening of persons:** SPOT Referral (b)(3) 49 USC 114(r) must undergo WTMD or AIT screening as described in the *Screening Checkpoint SOP*. SPOT Referrals (b)(3) 49 USC 114(r) must also undergo the (b)(3) 49 USC 114(r) Pat-down conducted by a TSO in accordance with the *Screening Checkpoint SOP*. If the individual requests not to undergo WTMD or AIT screening, then a TSO must only conduct (b)(3) 49 USC 114(r) Pat-down.

**Screening of accessible property:** The BDO escorts the individual to a location where the search of accessible property will take place. The BDO must ensure that all property is submitted (b)(3) 49 USC 114(r) screening (b)(3) 49 USC 114(r) as necessary and in accordance with the *Screening Checkpoint SOP*.

For the bag search, BDOs ideally work as a two-person team with one BDO conducting (b)(3) 49 USC 114(r) (b)(3) 49 USC 114(r)

A BDO must complete (b)(3) 49 USC 114(r) (b)(3) 49 USC 114(r) procedures detailed in the *Screening Checkpoint SOP*.

B3; 49 U.S.C. § 114(r)

All alarms must be cleared before any individual may be permitted to enter the sterile area.

**Review of ID and travel documents:** When reviewing ID and travel documents, verify that everything

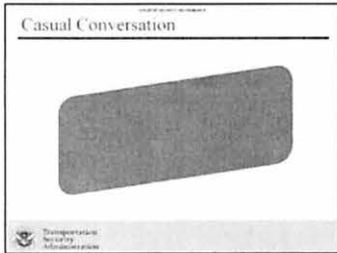
B3; 49 U.S.C. § 114(r)

contact an LEO when necessary.

CC: B3; 49 U.S.C. § 114(r)

**Transition:** "Now let's talk in greater depth about the CC."

**Slide 8: Casual Conversation**



The CC is a voluntary and informal interview. The BDO's goal is to try to resolve observed anomalous behavior.

**Ask:** How is WTL different from a CC?

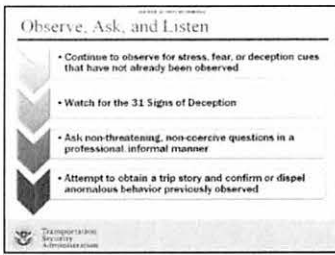
**Answer:** WTL is a brief verbal exchange while BDOs observe behaviors. CC is a voluntary and informal interview that takes place during the referral process.

BDOs engage in CC with an individual while conducting SPOT in order to confirm or dispel anomalous behavior.

Stated another way, the purpose of CC is to:

- Resolve any observed behaviors
- Verify that the person's trip story matches what the documentation indicates
- Look for Signs of Deception in passenger behavior or statements

**Slide 9: Observe, Ask, and Listen**



The most important elements are to observe, ask, and listen. This is a difficult task because not only must BDOs pay close attention and observe for behaviors, but they must also ask relevant and meaningful questions, listen to the responses, and not influence any part of the passenger's reactions. The overarching goal of the CC is to obtain resolution, so a BDO's actions must remain non-threatening and professional.

Conducting CC can be challenging because:

- You must observe for all of the behavioral indicators, as well as the 31 Signs of Deception assessed during CC.
- You need to ask intelligent questions and listen to the response. Let the passenger speak. More information is gained when this happens.
- You must not get ahead of yourself or interrupt the individual.

**Ask:** What is the difference between an environmental baseline and an individual baseline?

**Answer:** An environmental baseline is the norm at your location – the behaviors and appearances of the crowd as a whole at your location.

An individual baseline is an individual's normal or typical behavior. It is individual-specific. This is not comparing against other individuals.

**Ask:** Why is this distinction important?

**Answer:** Answers should include the following:

During a CC, it is not good practice to compare one person's behavior to another person's behavior. For example, you should not compare your (b)(3) 49 USC 114(f)

These rates are always going to differ. The true comparison is how the (b)(3) 49 USC 114(f)

**Transition:** "Before we practice conducting a CC, let's go over the Signs of Deception you will be looking for during a SPOT Referral Screening."

Slide 10: Conducting CC

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

During a referral, behavior values have been lowered to accommodate passengers who may be partially reacting to speaking with a person of authority.

- There are 11 behaviors that appear in the Observation and Behavior Analysis Section of the SPOT Referral Report that are also signs of deception.
- (b)(3) 49 USC 114(r)

Any additional points accumulated during the CC must be added to the initial points of the individual's score:

- If this increases the cumulative point value to [redacted] or more, the BDO must request LEO assistance.
- If two or more signs of deception identified on the SPOT Referral Report are observed during the CC, the BDO must request LEO assistance at that time, [redacted]



Reference: "SPOT Referral Report" handout



**Ask:** Look at the behaviors in Signs of Deception. Which of these are the same behaviors that the BDO could have observed during the WTL phase prior to SPOT Referral Screening?

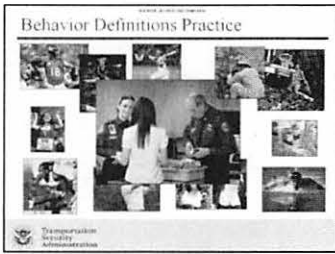
**Answer:** Answer should include:

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

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**Transition:** *"Now let's go over the Signs of Deception you will be looking for during a SPOT Referral Screening."*

**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 Peyton Manning, Hank Aaron, Michael Jordan, Jackie Joyner Kersey, Michael Phelps, Tiger Woods, Serena and Venus Williams, Shawn Johnson (Gold Medal Olympic gymnast), a national spelling bee champion, an expert marksmen, and surgeons.

**Teaching Point:** Points must not be assigned more than once for behaviors marked with an asterisk to avoid duplication if they were assessed previously.



To gain expertise and maintain an “edge,” all top performers practice regularly: professional athletes, Olympians, expert marksmen, surgeons, spelling bee champions, and BDOs.



**Activity: Behavior Definitions Practice**

**Purpose:** To help BDOs memorize behavior definitions and point scores

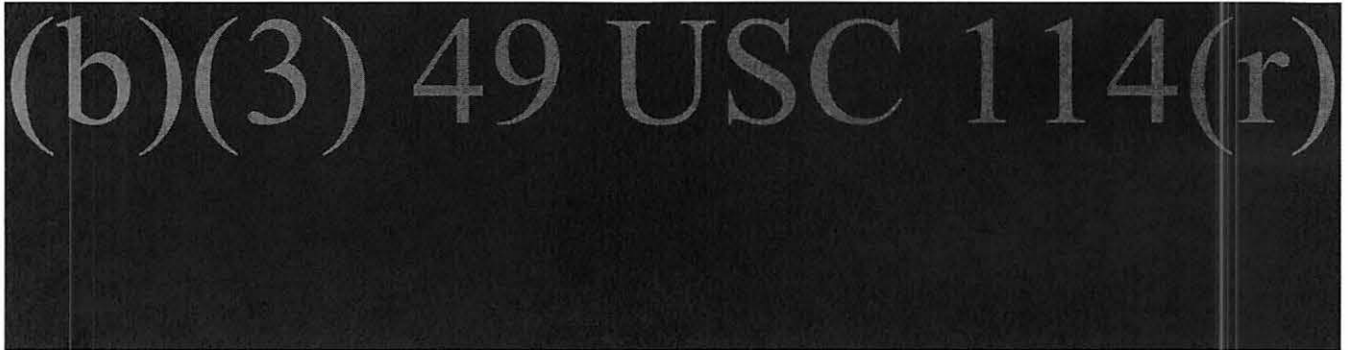
**Duration:** 2 hours



**Reference:** “SPOT Behavior Indicator Reference Guide”


**Instructions:**

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



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

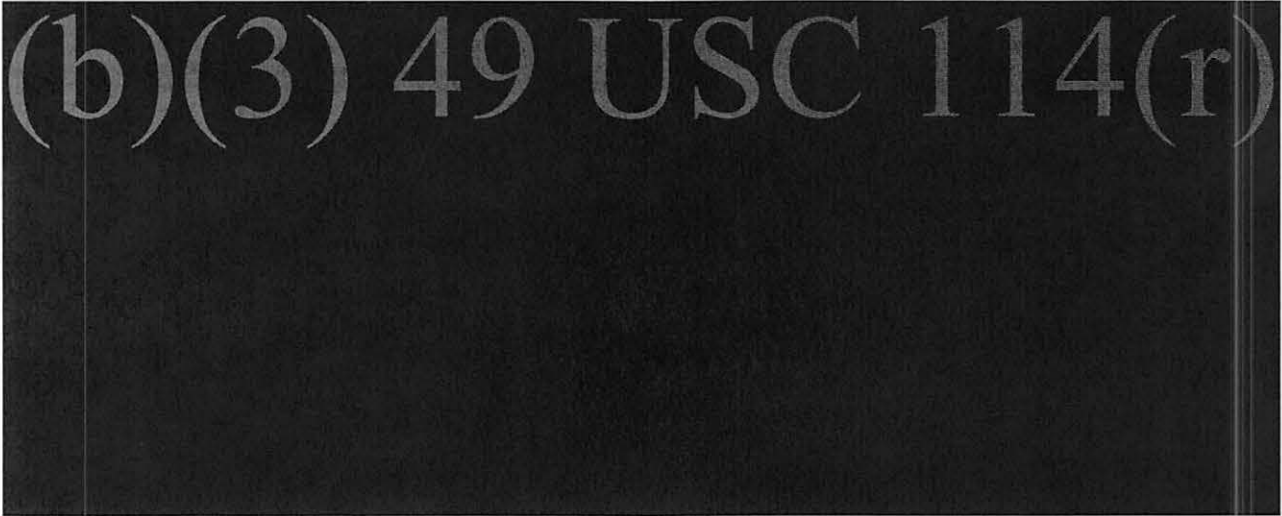
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**Answer:** Answers will vary but should be in accord with the table.






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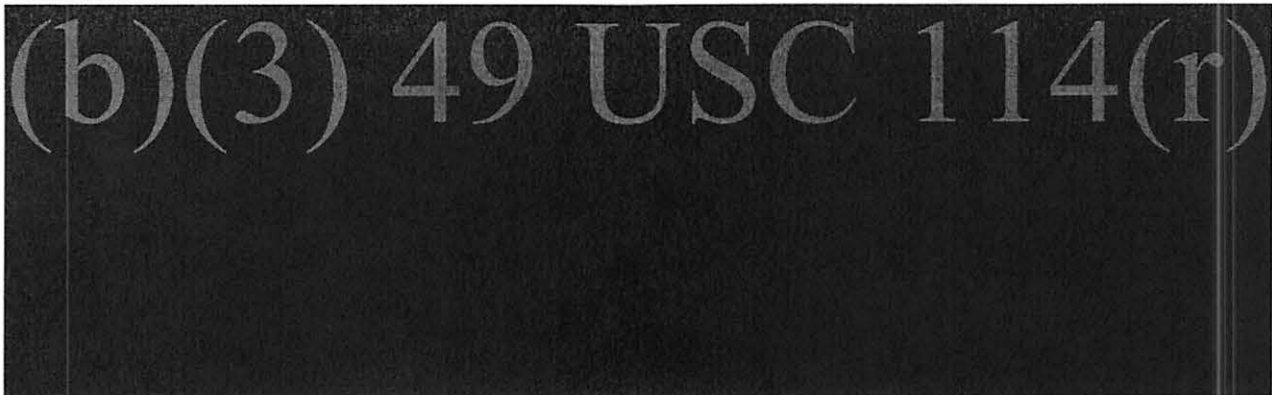
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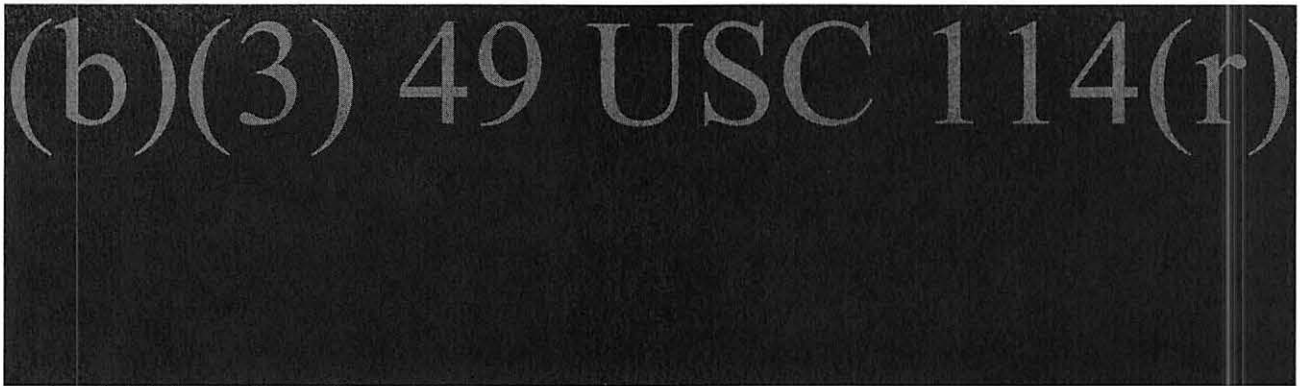


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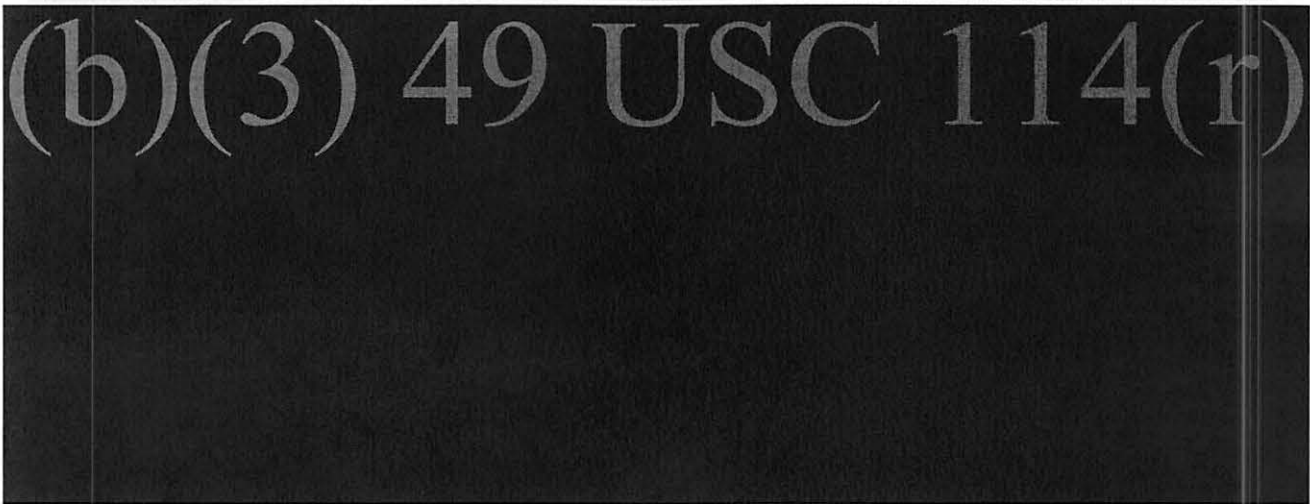


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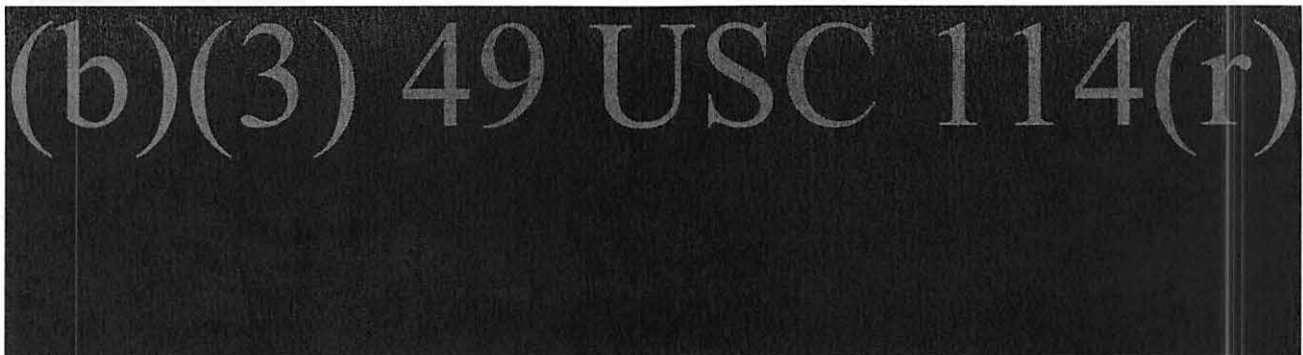
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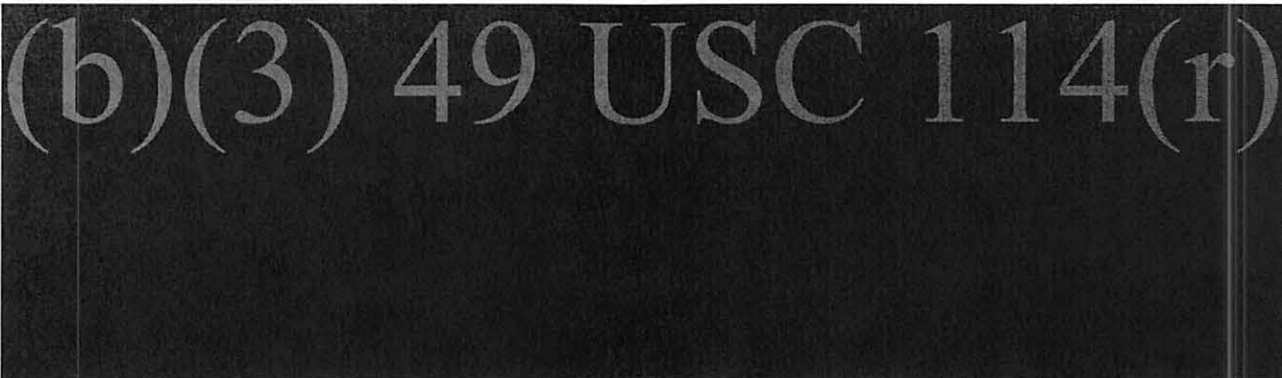
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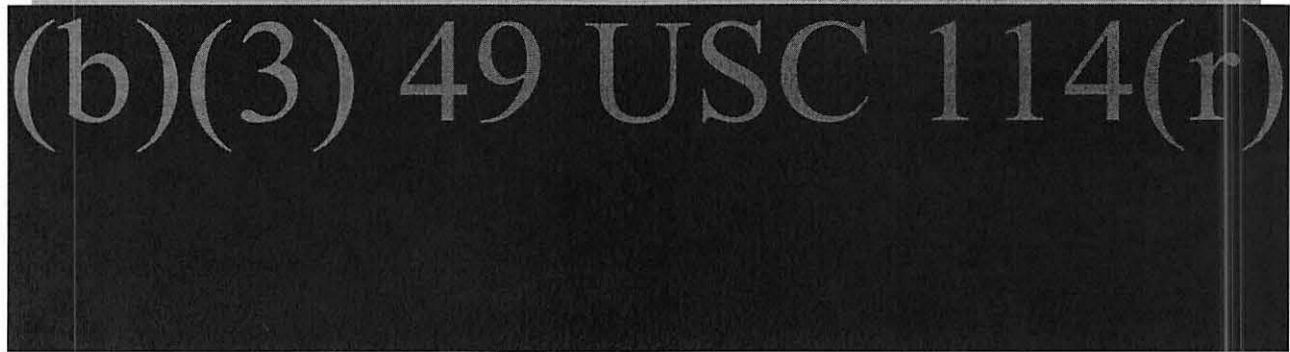
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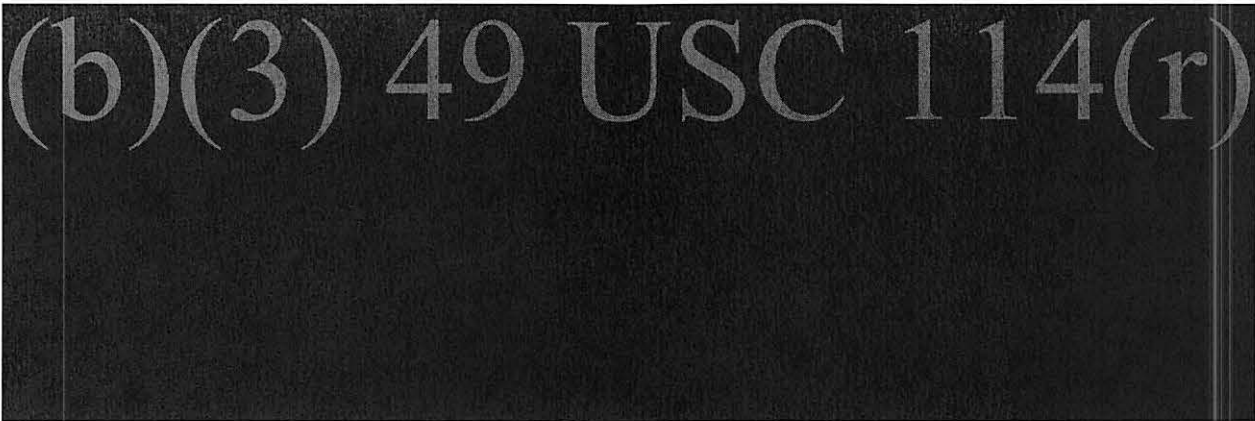
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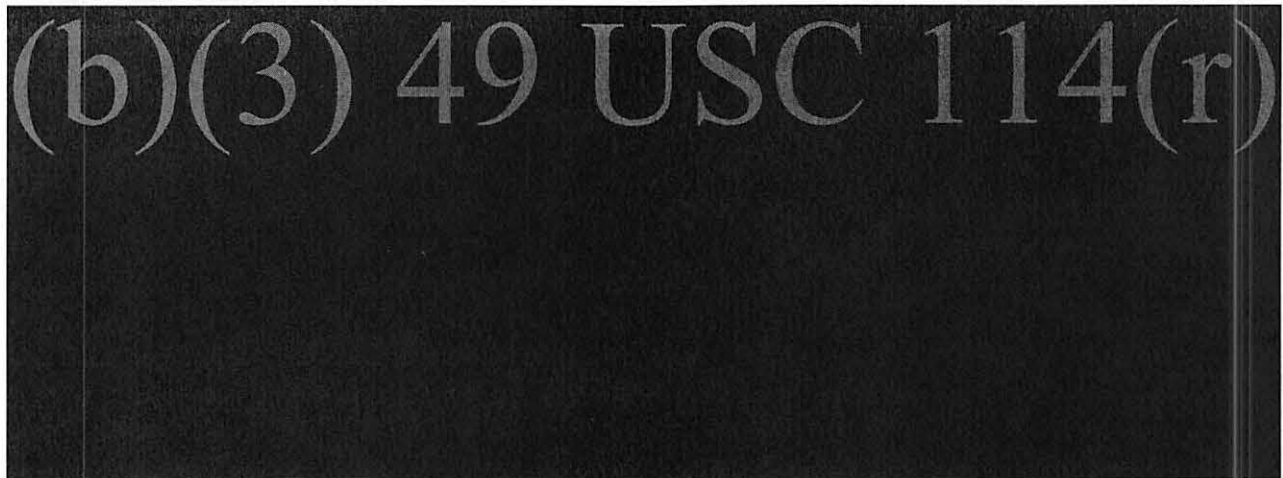
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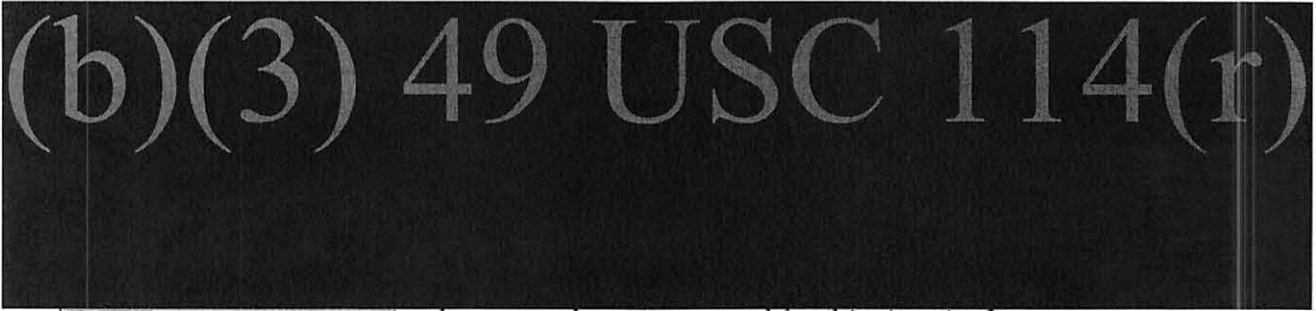


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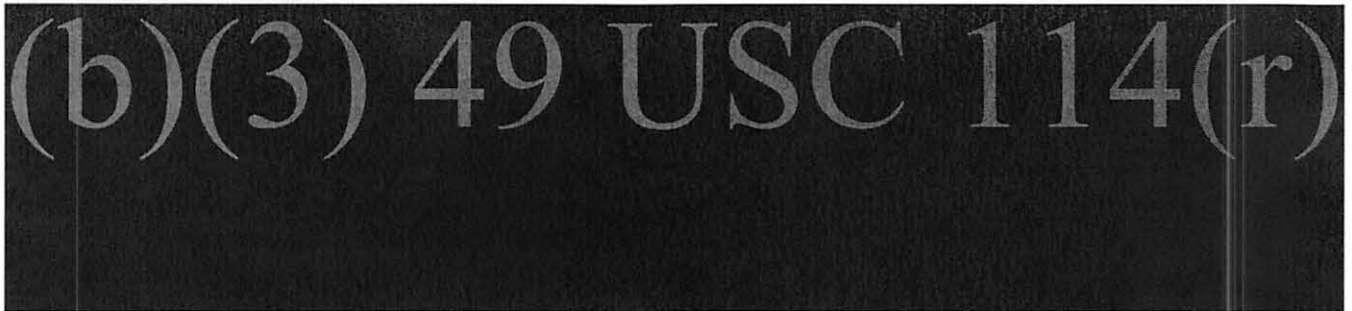


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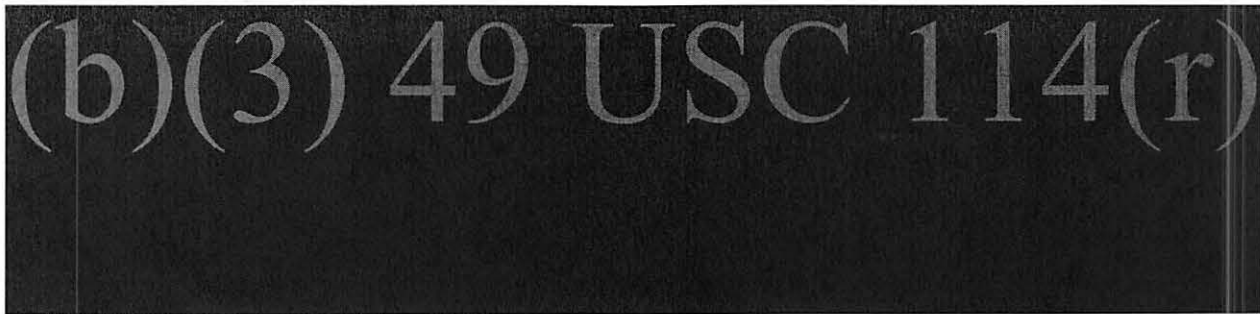
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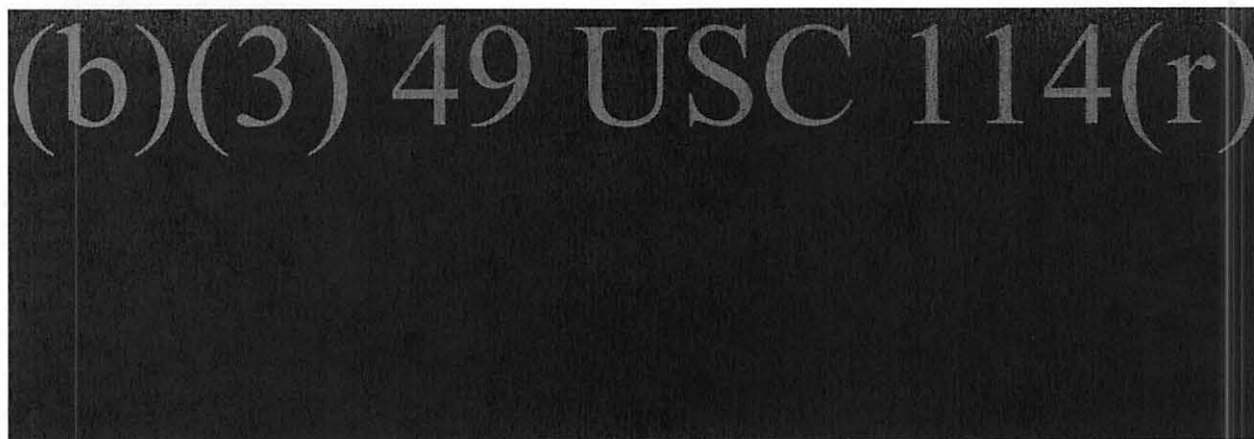
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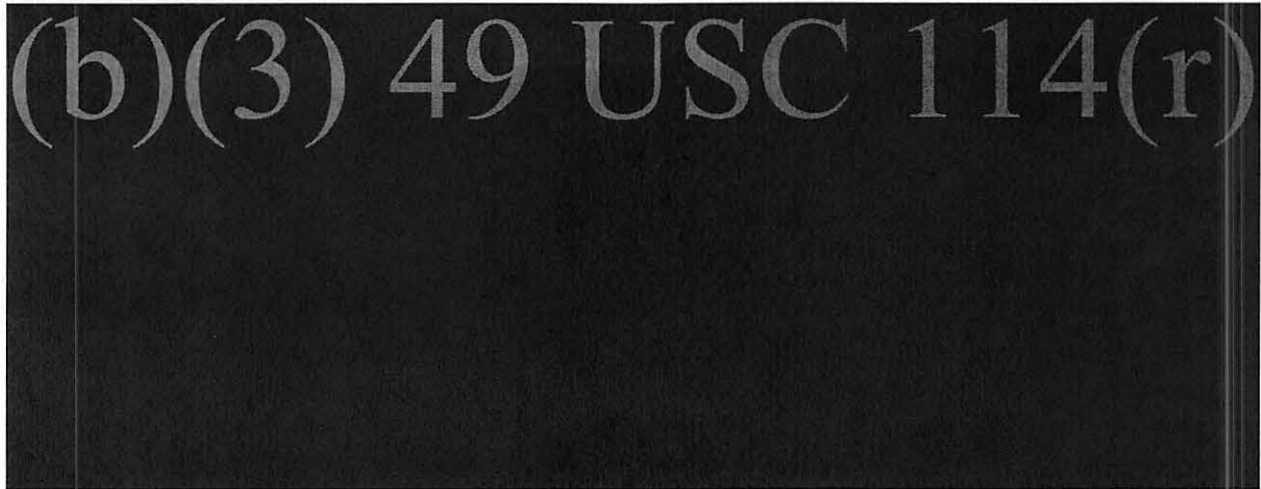


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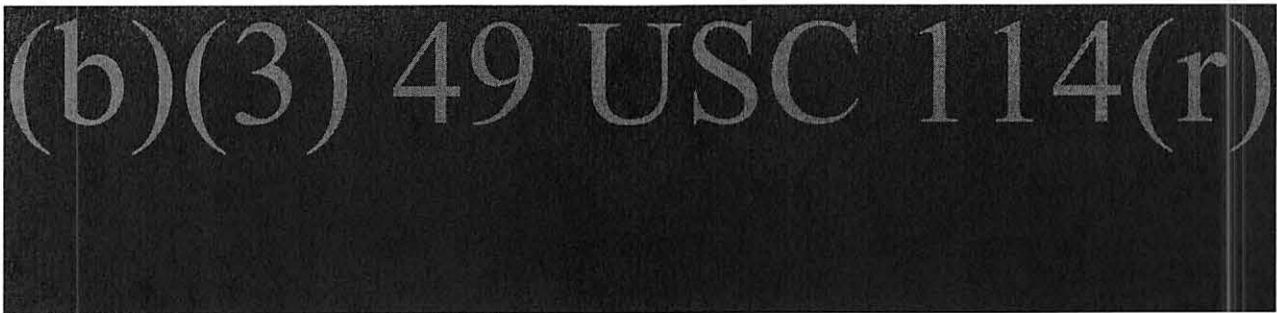
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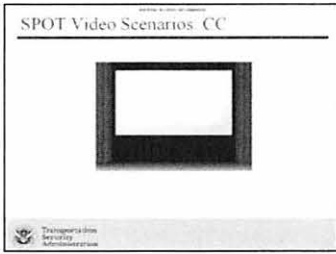
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**Slide 43: SPOT Video Scenarios: CC**



**Teaching Point:** Do not comment during the videos or replay them more than twice. Monitor the class to determine that all have finished before debriefing each scenario.



**Activity: SPOT Video Scenarios: CC**

**Purpose:** To provide the participant with a broad overview of the techniques used during the CC

**Duration:** 30 minutes

**Materials:** Paper, pens, or pencils



**Reference:** "SPOT Referral Report" handout



**Video:** *Casual\_Conversation\_1* and *Casual\_Conversation\_2*

**Instructions:**

1. Inform participants that we will observe two video scenarios that demonstrate CC interactions.
2. Ask participants to use a "SPOT Referral Report" handout for each video, and record the name of the video (shown at the beginning of each video) and the SPOT behavior cues and appearance factors displayed in the video on the handout. Also record other observations and comments you will discuss during a debriefing.
3. Be prepared to explain your observations to the class and instructors.

**Instructor Reference ONLY**

Below are the behaviors displayed in the videos:

- Video #1: No signs of deceptions; let the passenger go.

• (b)(3) 49 USC 114(r)



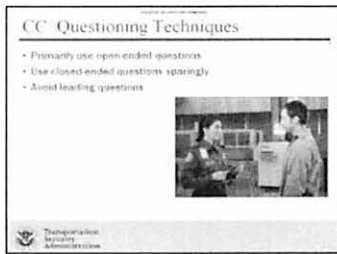
**Facilitated Discussion:** Lead a discussion on the key learning points observed in video.

**Teaching Point:** The first part of this video is the same as *Behavior Observation # 2* and then continues into the SPOT Referral Screening. Focus the discussion on the CC example shown in the video since the behaviors were already discussed in the previous lesson.

Share other examples of the proper way to conduct CC in situations such as this.

- What behavior cues and appearance factors were displayed in the video, and how would they be captured on the handout?
- Did you observe the (b)(3) 49 USC 114(r) during the CC? What about the discovery of the knife?
- What action would you recommend if the knife were not involved?

**Slide 44: CC: Questioning Techniques**



**Ask:** What is the difference between open-ended and closed-ended questions? Can you provide an example?

**Answer:** Open-ended questions require more than a one-word answer. A closed-ended question only requires a one-word answer such as “yes” or “no.”

To gain the most data during the CC, use as many open-ended questions as possible, because they will elicit the most information from the passenger.

Typically, these questions begin with the 5Ws and H: Who, What, Where, When, Why, and How.

Open-ended questions in the CC can:

- Begin with other key words such as “Describe” and “Explain”
- Give BDOs time to observe while listening to the responses
- Encourage cooperation while helping build rapport with the passenger if used strategically
- Provides a richness of detail that will help in structuring questions

Use open-ended questions the majority of the time, but closed-ended questions can be used from time to time.

**Ask:** What is an example of when to use closed-ended questions?

**Answer:** Use closed-ended questions to verify what someone has just said and to make sure you understood the individual correctly. For example, you may want to ask a follow-up question that requires a yes or no answer after an open-ended question.

**Teaching Point:** Only take two or three examples from the class. Make sure they are closed-ended questions before moving on.

**Ask:** Why not ask all open-ended questions?

**Answer:** Not only do closed-ended questions help confirm information, but they also help the passenger know that you are listening to him or her, which goes a long way.

Also, using close-ended questions together with open-ended questions helps the conversation flow. You cannot only ask open-ended questions without the passenger feeling like he or she is being interrogated or playing "20 Questions."

**Ask:** What is a leading question?

**Answer:** A leading question suggests the desired answer.



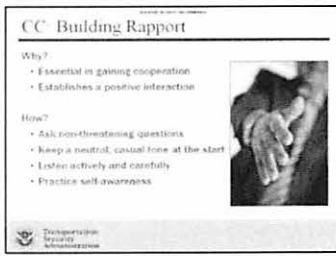
**Teaching Point:** Only take two or three examples from the class. Make sure they are leading questions before moving on.

**Ask:** What are some other examples of leading questions?

**Answer:** Answers will vary. The examples must be of leading questions. If not, re-form the question and make it into one.

**Transition:** "We will now learn about building rapport and why this is important during your Casual Conversation."

**Slide 45: CC: Building Rapport**



**Teaching Point:** This slide is click-based. Click once to reveal the "Why?" bullets and click again to reveal the "How?" bullets.

Building rapport is essential in having a successful interview.



When rapport is established:

- Cooperation is gained from the passenger.
- The conversation flows more freely.
- You are likely to elicit more information than if you failed to build rapport.



**Activity: Building Rapport**

**Purpose:** To identify best practices in building rapport

**Duration:** 20 minutes total; 10 minutes in breakout groups and 10 minutes to debrief as a class

**Materials:** Flipchart, markers

**Instructions:**

1. In small groups, ask participants to discuss building rapport. Advise participants that they have 10 minutes to develop a list of techniques or best practices that they use on the job.
2. Participants should record lists on a flipchart.



**Flipchart: Building Rapport Best Practices**

3. After 10 minutes, reconvene the class. Ask for one group to volunteer to present the results of their discussion to the class.



**Ask:** Does anyone else have a different approach? If so, what is it?



**Answer:** Answers will vary but should include:

- Using non-threatening questions
- Maintaining a neutral tone throughout
- Active listening
- Self-awareness



**Ask:** What does active listening mean, and what are some examples?

**Answer:** Active listening means allowing the passenger to speak when spoken to and actually hearing him or her in order to understand what he or she is saying. It is letting the individual's answers drive your questioning.

Examples include:

- Rephrasing or summarizing what the person has stated
- Asking suitable questions and avoiding random questions that may throw the passenger into confusion
- Using empathetic comments (for example, if a passenger states he or she hates long lines at the airport, your response may be, "Yeah, me too. I wish I could change it.")

**Teaching Point:** As an alternative to asking the question, the instructor can role-play and provide a comment that could lead to an empathetic comment in return from the participants.



**Ask:** What are other examples of empathetic comments?

**Answer:** Answers will vary.



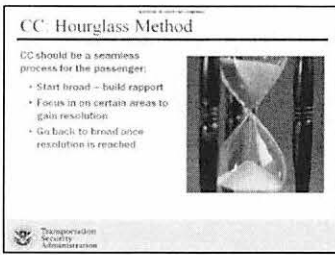
**Ask:** What is meant by self-awareness?

**Answer:** It means keeping yourself in check and making sure your attitude is not having an effect on the passenger. This may contaminate the passenger's behavior.

You must have the understanding that your behavior, both verbal and non-verbal, has an effect on people's actions and reactions.



**Slide 46: CC: Hourglass Method**



**Teaching Point:** Do not use your hands to model an hourglass shape.

One way to help BDOs think about structuring the CC is to use the "hourglass method."

Visualize an hourglass and note the way it is shaped at the top: very open and wide. It then becomes narrow. Finally, it ends up open and wide again.

Following this shape, the CC should begin with general, broad questions. This will not only get the conversation started, but it will begin building rapport.

As the CC continues, questions should become more focused and should begin to resolve the anomalous behavior observed.

**(b) (5)**

If it becomes clear that a resolution cannot be reached, BDOs should still close out the conversation and take the necessary next steps:

- If the passenger does not escalate, then the BDO can allow him or her to proceed.
- If the passenger does escalate and either reaches the LEO threshold of (b)(3) 49 USC 114(r) or shows (b)(3) 49 USC 114(r) then the BDO must effectively communicate with the LEO.

**Slide 47: Activity: Hourglass Method**



**Activity: Hourglass Method**

**Purpose:** The purpose of this activity is to practice questioning techniques, as well as building rapport

**Duration:** 30 minutes

**Materials:** Sticky notes with topics

**Instructions:**

1. Ask participants to pair up, and hand out the topic choices, ensuring that each participant gets a different topic. Participants should not show the topic card to anyone.
2. Inform participants that they will carry on a CC using the key points previously discussed. Each participant will play the role of interviewer and interviewee.
3. Participants will have five minutes to conduct each conversation, and then they will switch roles when the instructors clap their hands.
4. The interviewer will try to find out what he or she can about the topic on his or her card from the other person without asking the question outright.
5. When the instructors clap their hands again, ask participants to stop. Reconvene the class.

**Teaching Point:** This activity is meant to get participants thinking and practicing how to ask open- and closed-ended questions effectively while adequately building rapport.

Topics can include:

- Favorite meal
- Favorite city
- Favorite sport
- Favorite movie

**Teaching Point:** Ask for two volunteers to demonstrate this activity. Let the class know what information the person is trying to obtain prior to the start of the demonstration.



**Facilitated Discussion:** Lead a discussion on what the participants thought of the role-play CCs.

**Ask:** What were the most difficult parts to this activity?

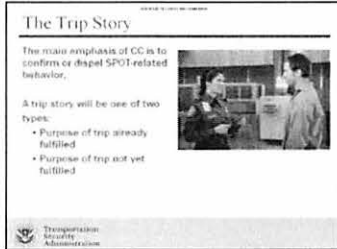
**Answer:** Answers will vary. Listen and acknowledge each person's answer. Once everyone has had a chance to speak, recap what they thought was the most difficult.

**Ask:** What are some ways we can work through these difficulties?

**Answer:** Answers will vary.

**Transition:** "Now let's talk about how you use the knowledge of the Signs of Deception to verify the trip story."

**Slide 48: The Trip Story**



The main emphasis of CC is to confirm or dispel SPOT-related behavior. One way a BDO can do this is by verifying the individual's trip story.

A trip story will be one of two types:

- Purpose of trip already fulfilled
- Purpose of trip not yet fulfilled

Questions about the trip can focus on:

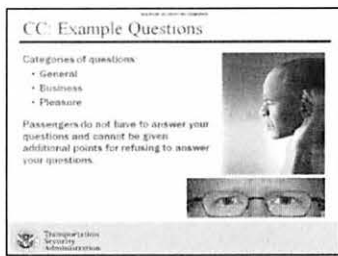
- General
- Business
- Pleasure

Follow the story only until you are satisfied that it is truthful or deceptive.

- Establish a natural pace and rhythm to the questions.
- Truthful responses should keep up with the pace.

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

**Slide 49: CC: Example Questions**



**Teaching Point:** Remind the participants that these examples are not a checklist that must be completed. Passengers may view multiple questions, especially in a directed tone, as an interrogation.

You will use your CC skills to verify the trip story. These examples are not a checklist that must be completed.

Remember! Listen and watch the responses closely.

**General**

- What are you going to be doing in (city name)?
- What is your final destination?
- Where will (did) you stay?
- What is your destination?
- How long are you staying?
- How long since you have seen them?
- Where are you coming from?
- How was the weather?
- Where do you live?
- How do you like that part of the country?
- What brings you to (name of town)?

**Business**

- What do you do for a living?
- How long have you worked there?
- What company do you work for?
- What do like most about your job?
- Where is your company located?
- Why do you like working for them?
- Where did you get your training?
- What did you do in your spare time?
- How were your accommodations?

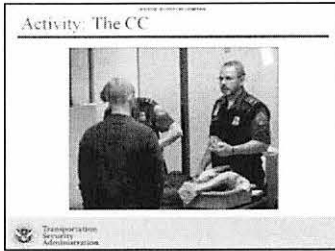
**Seminar or Training**

- What kind of seminar or training was it?
- How many people attended?
- Where is it (was it) being held?
- Who is sponsoring the seminar or training?
- How long is the seminar or training?

Pleasure

- What will (did) you do on your vacation?
- Where are you headed?
- Where will you (did you) stay?
- How were your accommodations?
- How long will (did) you go for?
- Where did you (will you) go during your visit?

Passengers do not have to answer your questions and cannot be given additional points for refusing to answer your questions.

**Slide 50: Activity: The CC****Activity: The CC**

**Purpose:** To provide practice asking casual trip story questions in a professional, courteous, and effective manner

**Duration:** 1 hour

**Instructions:**

There are two parts to this activity. Divide the class into two groups, assign an instructor to each group, and instruct participants in each group where to meet with their instructor.

Before you begin the activity, the instructors will play the role of the BDO and the individual. They will demonstrate an interview and CC to show the differences between the two.

The following are examples that may be used during this activity:

- **Example 1 (truthful):** Give details of a recent vacation that you have actually taken. Use details of the trip for the role-play.
- **Example 2 (deceptive):** Be evasive. Try to distract and change subjects with the participant. (Example: "Where can I find a cup of coffee?") Repeat back questions that you were asked by the participant.
- **Example 3 (truthful):** You are hearing impaired and are unable to hear the participant's questions.
- **Example 4 (deceptive):** Be very chatty and overly specific with your answers. Give every detail. Periodically cover your mouth with your hand when you talk.
- **Example 5 (truthful):** Give details of a recent business trip that you have actually taken. Use details of the trip for the role-play.

**Teaching Point:** Position the observing group where they may best see the role-play.

Depending on the number of instructors available for this activity, the class can be divided into two to three small groups, with each instructor working with a group. The debrief questions at the end can then be facilitated in the small groups or as a whole class.



### Activity A

1. The instructor will play the role of the individual while a participant performs the CC.
2. The instructor will be truthful during this activity for the purpose of developing the participant's CC skills.
3. Speak in a professional, courteous way that makes the individual feel you are interested in his or her story.
4. Discuss what the participants observed to reinforce that the tone and demeanor of the BDO is important in addition to the types of questions asked.
5. Reminder: Once the BDO feels he or she has obtained enough information to make a decision, he or she should courteously conclude the conversation.
6. Discuss what the participant observed to reinforce that the tone and demeanor of the BDO is important in addition to the types of questions asked.

### Activity B

1. Review directions with class.
2. The instructor will be either truthful or deceptive during this activity for the purpose of developing the participant's ability to resolve SPOT-related behaviors or identify signs of deception during CC.
3. The instructor will play the role of the individual, while two participants perform a CC and a physical search of accessible property.
4. The instructor will provide the participants with the observed behaviors assessed for the referral.
5. The instructor will demonstrate either a truthful or deceptive passenger, participant will then change roles and demonstrate a second time. The instructor, the second time, will display either a truthful or deceptive individual.
6. Speak in a professional, courteous way that makes the passenger feel you are interested in his or her story.

7. Discuss what the participants observed to reinforce the importance of resolving SPOT-related behaviors or identifying signs of deception.
8. Reminder: Once the BDO feels he or she has obtained enough information to make a decision, he or she should courteously conclude the conversation or contact an LEO.



**Facilitated Discussion:** Lead a discussion on the key learning points in this activity.



**Ask:** What did you learn?

**Answer:** Answers will vary.



**Ask:** What do you have to be careful of?

**Answer:** Answers will vary.



**Ask:** How can you improve your CC techniques?

**Answer:** Answers will vary.

**Slide 51: Unusual Items**



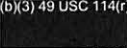
Go to Part II – Section 3: Unusual Items on the SPOT Referral Report.

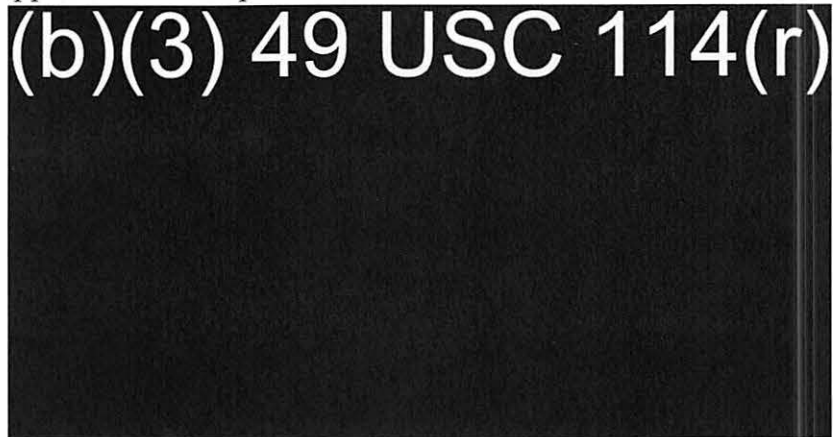


Reference: "SPOT Referral Report" handout

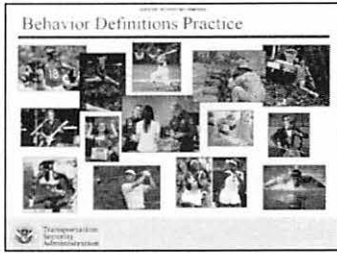


Reference: "Definitions" handout – see term "Unusual items"

You will add  for each of the following unusual items discovered in accessible property that the passenger has no apparent reason to possess:



**Slide 52: Behavior Definitions Practice**



**Activity: Behavior Definitions Practice**

**Purpose:** To help BDOs memorize behavior definitions and point scores

**Duration:** 30 minutes

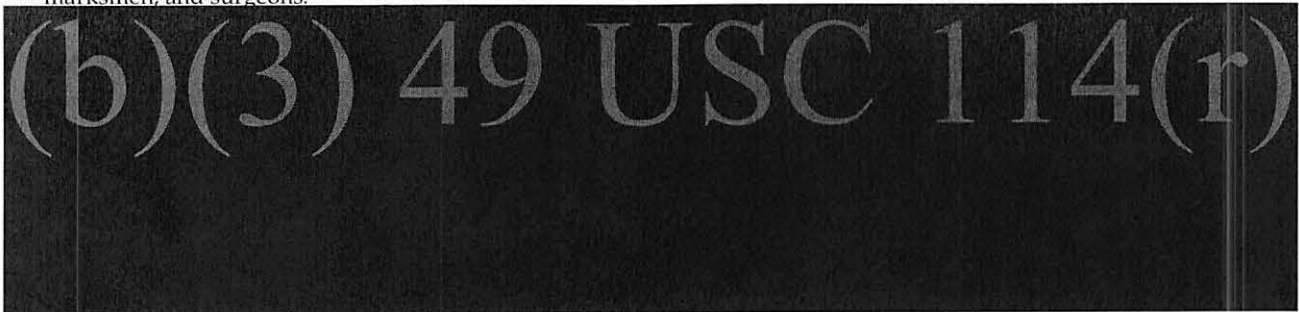


**Reference:** SPOT Behavior Reference Guide

**Instructions:**

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

**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 Peyton Manning, Hank Aaron, Michael Jordan, Jackie Joyner Kersey, Michael Phelps, Tiger Woods, Serena and Venus Williams, Shawn Johnson (Gold Medal Olympic gymnast), national spelling bee champion, expert marksmen, and surgeons.



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

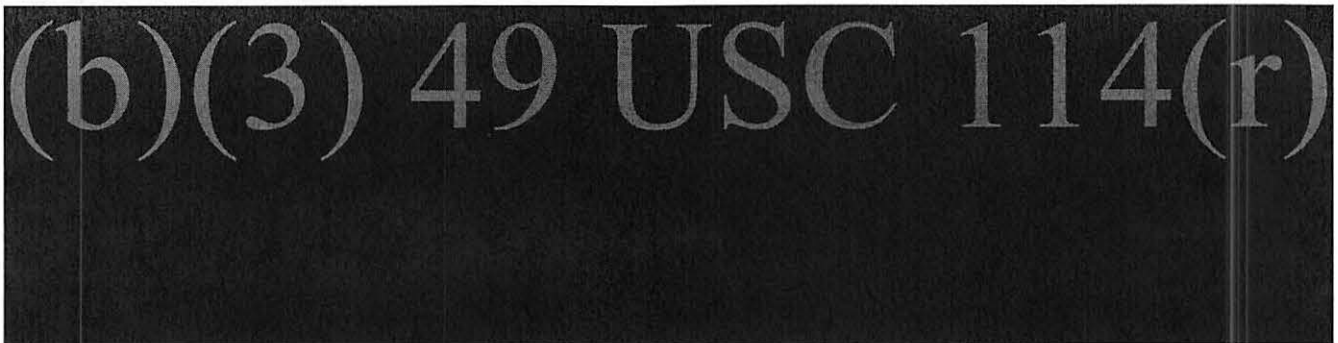


**Teaching Point:** This slide is click-based. Ask the question and solicit answers before clicking to reveal the exemplars. Ensure that participant really understand these concepts before moving on.

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 exemplars. 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.



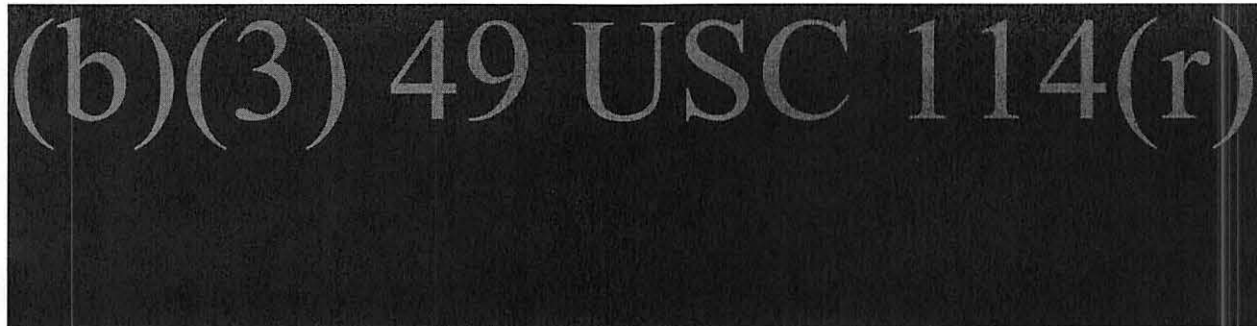
**Teaching Point:** This slide is click-based. Ask the question and solicit answers before clicking to reveal the exemplars. Ensure that participant really understand these concepts before moving on.



**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 exemplars. Ensure that participant really understand these concepts before moving on.



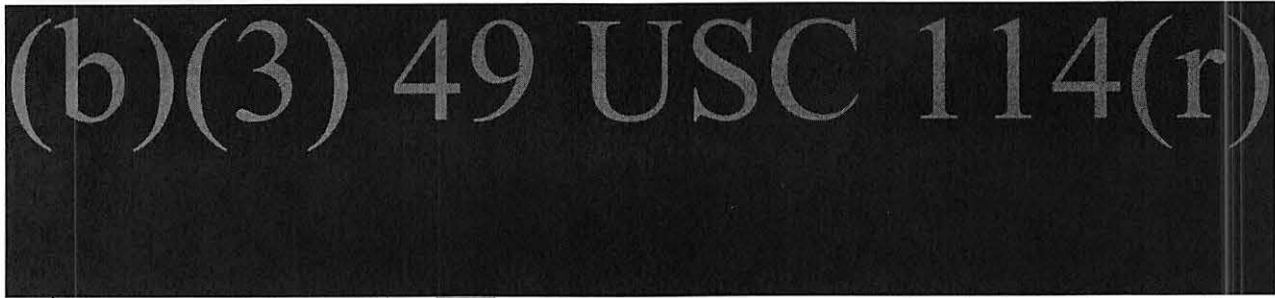
**Ask:** Can anyone provide examples of when points would be assessed or not assessed for this situation?



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

**Teaching Point:** This indicator has already been discussed. Briefly review the information again.





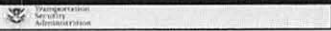
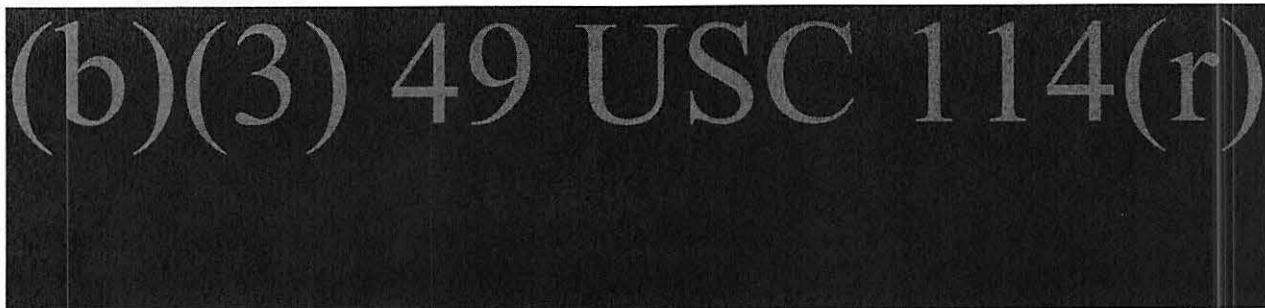
**Teaching Point:** This slide is click-based. Ask the question and solicit answers before clicking to reveal the exemplars. Ensure that participant really understand these concepts before moving on.

**Teaching Point:** This indicator has already been discussed. Briefly review the information again.

**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.

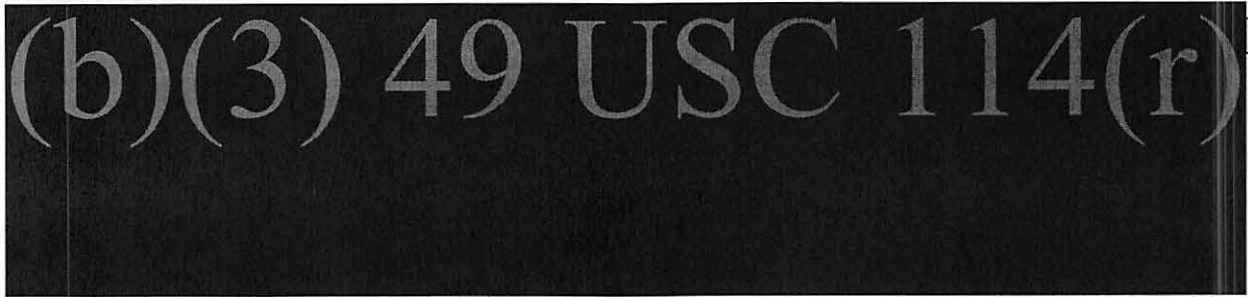


**Teaching Point:** This slide is click-based. Ask the question and solicit answers before clicking to reveal the exemplars. Ensure that participant really understand these concepts before moving on.

**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.



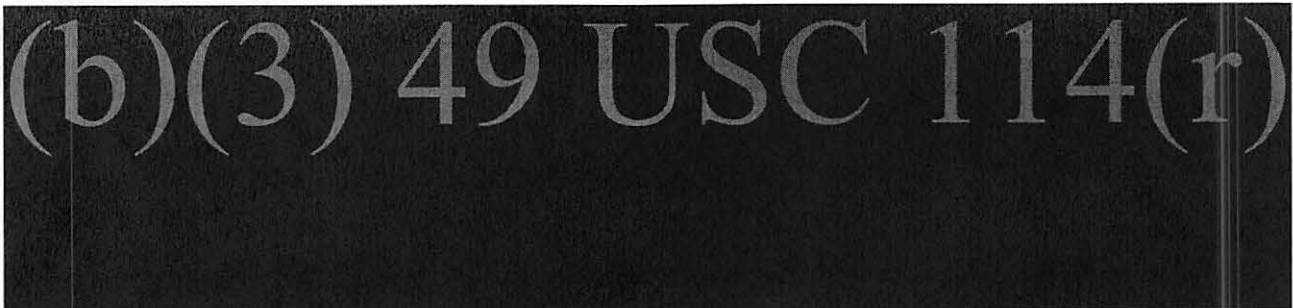
**Teaching Point:** This slide is click-based. Ask the question and solicit answers before clicking to reveal the exemplars. Ensure that participant really understand these concepts before moving on.

**Teaching Point:** This indicator has already been discussed. Briefly review the information again.

**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.

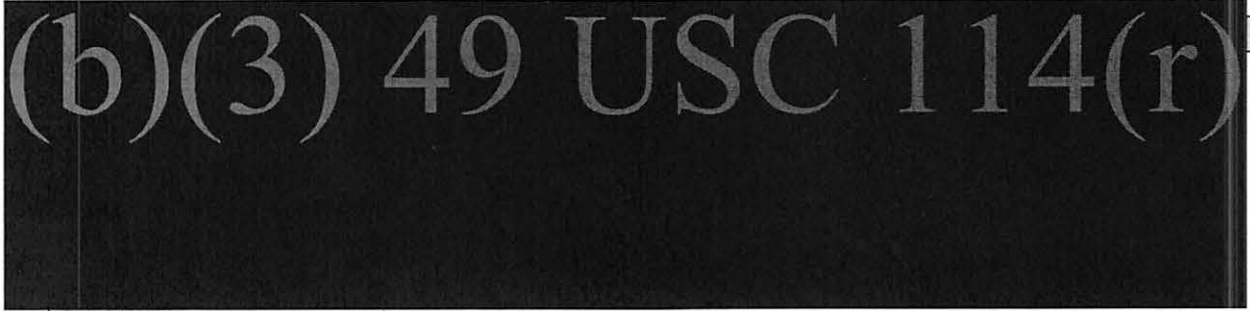


**Teaching Point:** This slide is click-based. Ask the question and solicit answers before clicking to reveal the exemplars. Ensure that participant really understand these concepts before moving on.

**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 exemplars. Ensure that participant really understand these concepts before moving on.

**Teaching Point:** The verbiage for this per the SOP is "Rigid Mid-Section" but the definition is the same.

**Teaching Point:** This indicator has already been discussed. Briefly review the information again.



**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.

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



be assessed or not assessed for this situation?

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



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

**Teaching Point:** The verbiage for this per the SOP is "Clothing not appropriate for location or weather," but the definition is the same.

**Teaching Point:** This indicator has already been discussed. Briefly review the information again.

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

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

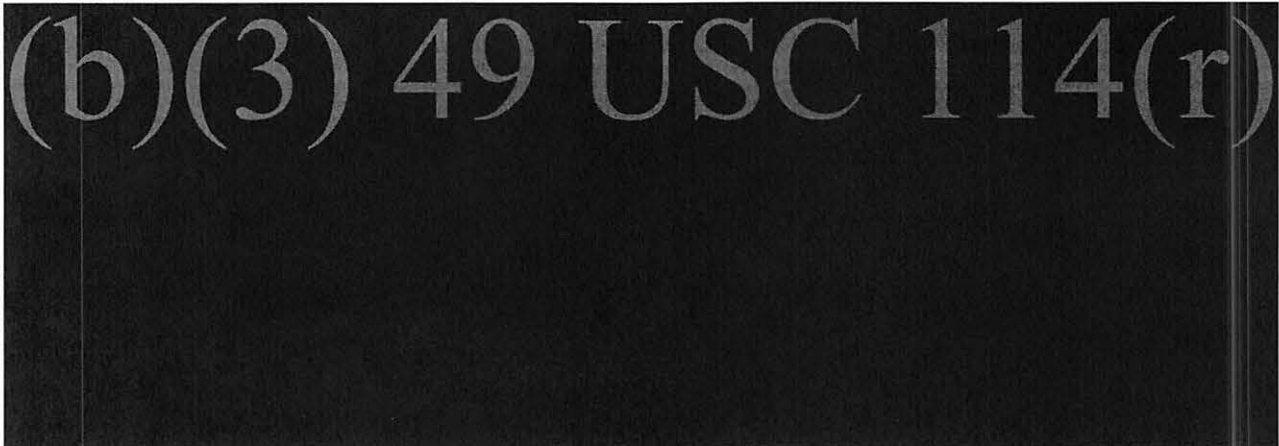


**Ask:** Can anyone provide examples of when points would be assessed or not assessed for this situation?



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





participant really understand these concepts before moving on.

**Teaching Point:** The verbiage for this per the SOP is "Unusually heavy luggage or backpack," but the definition is the same.

**Teaching Point:** This indicator has already been discussed. Briefly review the information again.



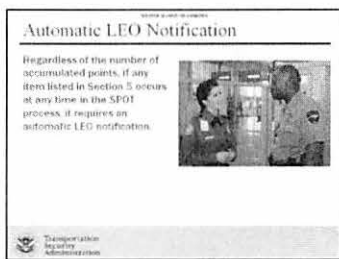
**Ask:** Can anyone provide examples of when points would be assessed or not assessed for this situation?



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

**Transition:** "Now that we've discussed suicide bomber indicators, let's go over LEO notification."

**Slide 66: Automatic LEO Notification**



Go to Part II - Section 5: Automatic LEO Notification on the SPOT Referral Report.



**Reference:** "SPOT Referral Report" handout

Regardless of the number of accumulated points, if any item listed in Section 5 occurs at any time in the SPOT process, it requires an automatic LEO notification.

**Slide 67: Automatic LEO Notification**


**Automatic LEO Notification**


You must contact an LEO immediately if at any time in the SPOT process any of the following occur:

1. An individual becomes disorderly or an individual assaults, threatens, intimidates, or otherwise interferes with EDOs performing SPOT.
2. An individual makes a comment about or a reference to the presence of an explosive device.
3. A BDO observes an individual who appears to be the subject of an AMBER Alert, law enforcement, or other intelligence-driven report provided to the BDO.

Transportation Security Administration

Refer to Part II – Section 5: Automatic LEO Notification on the SPOT Referral Report.

 **Reference: “SPOT Referral Report”** handout

 **Reference: “Definitions”** handout – see term “Automatic LEO Notification”

You must contact an LEO immediately if at any time in the SPOT process any of the following occur:


1. An individual becomes disorderly or an individual assaults, threatens, intimidates, or otherwise interferes with BDOs performing SPOT.
2. An individual makes a comment about or a reference to the presence of an explosive device.
3. A BDO observes an individual who appears to be the subject of an AMBER Alert, law enforcement, or other intelligence-driven report provided to the BDO.

**Slide 68: Automatic LEO Notification**

**Automatic LEO Notification**

4. An individual refuses to complete screening once the process begins.
5. Harm to persons or infrastructure has occurred or is imminent.
6. Suspected illegal items are discovered.
7. Firearms, weapons, hazardous materials, or explosives are discovered. If explosives or possible IED components are discovered, the BDO must notify a TSS-E, if available, in addition to an LEO.

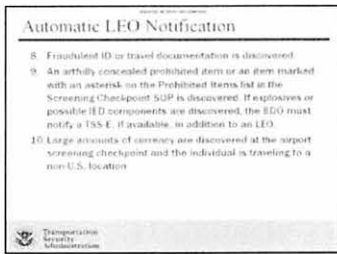
Transportation Security Administration

 **Reference: “Definitions”** handout – see term “Automatic LEO Notification”

4. An individual refuses to complete screening once the process begins.
5. Harm to persons or infrastructure has occurred or is imminent.
6. Suspected illegal items are discovered.
7. Firearms, weapons, hazardous materials, or explosives are discovered. If explosives or possible Improvised Explosive Device (IED) components are discovered, the BDO must notify a Transportation Security Specialist – Explosives (TSS-E), if available, in addition to an LEO.



**Slide 69: Automatic LEO Notification**



**Reference:** "Definitions" handout – see term "Automatic LEO Notification"

8. Fraudulent ID or travel documentation is discovered.
9. An artfully concealed prohibited item or an item marked with an asterisk on the Prohibited Items list in the Screening Checkpoint Standard Operating Procedures (SOP) is discovered. If explosives or possible IED components are discovered, the BDO must notify a TSS-E, if available, in addition to an LEO.
10. Large amounts of currency are discovered at the airport screening checkpoint and the individual is traveling to a non-U.S. location.

**Slide 70: Automatic LEO Notification**

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

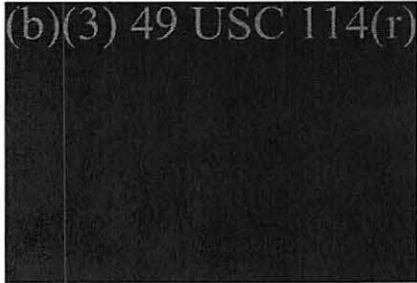
11. A BDO observes an individual displaying two or more of the following behaviors listed as possible surveillance activities:

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

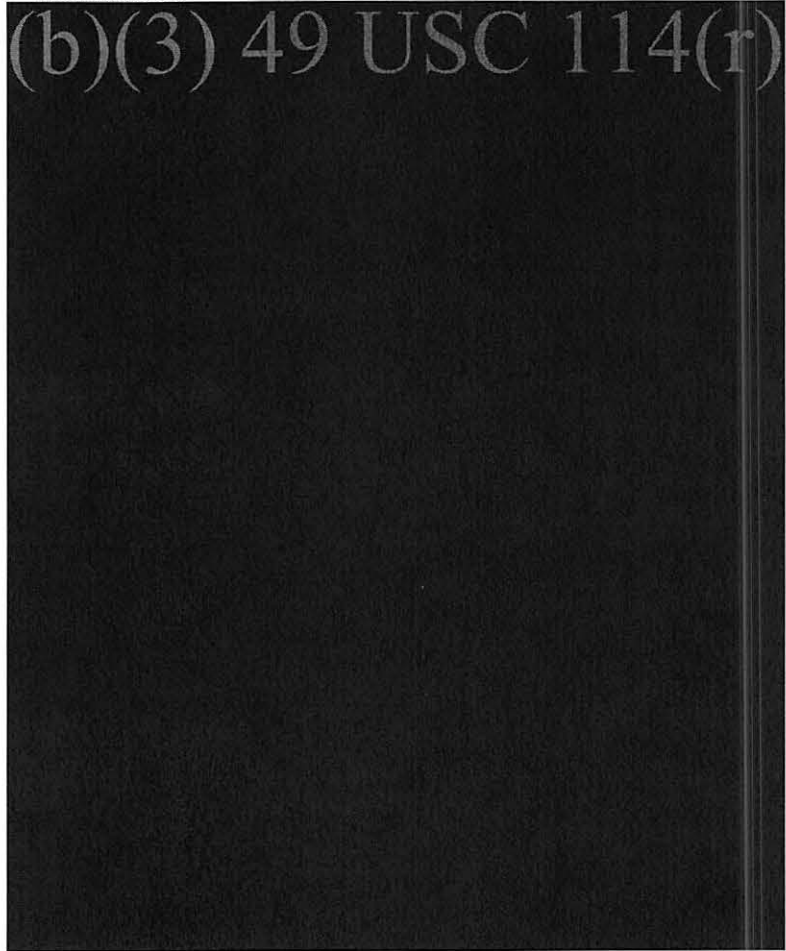
12. If a BDO observes either of the items below, on his or her own, it requires an automatic LEO notification:

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

**Slide 71: Automatic LEO Notification**



- 13. Any combination of two of the remaining possible suicide bomber indicators requires an automatic LEO notification:



**Slide 72: Communicating with LEOs**



To effectively communicate with LEOs, BDOs should provide as much detail as possible as to the totality of the situation and why LEO assistance is requested.

**Ask:** What are some ways to effectively communicate with LEOs?

**Answer:** Answers should include:

- Clearly articulate the behaviors that were shown that led to the SPOT referral, but do not provide point information.
- Give as much contextual information as possible, such as the passenger's circumstances that have been communicated to you during the CC (for example, "Passenger states that he just came from a fight and is still irritated by it...").
- Include whether the individual has traveling companions and whether any prohibited or unusual items were discovered.
- If possible, give the types of questions asked when certain behavioral indicators were shown.

All of this will help frame the situation for the LEO so that he or she can do his or her job adequately. This is essentially a "suspicious person" call.

**Ask:** If a BDO requests LEO intervention, is screening still required?

**Answer:** Yes. Intervention from an LEO does not substitute for screening.

**Transition:** "Now that we've covered all of the behavior indicators, let's take a look at the entire SPOT referral process."

**Slide 73: SPOT Video**



**Activity: Complete Referral and LEO Notifications Video**

**Purpose:** To provide the participant with the complete referral process and LEO notification

**Duration:** 2 hours

**Materials:** Paper, pens or pencils

**Teaching Point:** Do not comment during the videos or replay them more than twice. Monitor the class to determine that all have finished before debriefing each scenario.

After viewing the videos, 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:** "SPOT Video Scenarios" handout



**Video:** *Complete Referral with LEO Notification*

**Instructions:**

1. Inform participants that we will observe video scenarios that demonstrate CC interactions. The examples are not all inclusive or the only example of conducting complete referrals and LEO notifications. They are intended to provide the participant with a broad overview of the techniques used as the participant begins to apply the methods learned in this lesson.
2. Using a "SPOT Video Scenarios" handout for each video, advise participants to record the name of the video (shown at the beginning of each video), their observations, and points on the handout.
3. Using what appearance and 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 video.
4. Be prepared to explain your observations and scoring rationale to the class and instructors.



**Facilitated Discussion:** Lead a discussion on the key learning points observed in the *Complete Referral with LEO Notification* video.



**Facilitated Discussion:** In this video, the LEO is familiar with the SPOT Program. After viewing the video, lead a discussion on the LEO referral example shown in the video. Share other examples of the proper way to conduct a complete referral with an LEO notification. Emphasize professionalism and communicating clearly with LEOs at all times, whether they are familiar with the program or not.



**Facilitated Discussion:** The first part of this video is the same as *Behavior Observation #3* and *Casual Conversation #2*. This video then continues into a LEO referral where the LEO is not familiar with the SPOT Program.

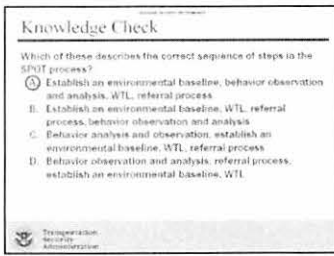
Focus the discussion on the LEO Referral example shown in the video since the behaviors and CC were already discussed in the previous lesson.

Lead a discussion on the LEO referral example shown in the video. Share other examples of the proper way to conduct a complete referral with a LEO notification. Emphasize professionalism and communicating clearly with LEOs at all times, whether they are familiar with the program or not.

**Teaching Point:** Mention the requirement for the FSD or designee to give final approval to release the passenger.



Slide 74: Knowledge Check



**Teaching Point:** This slide is click-based. Refer participants to the *Knowledge Check* handout and have them complete it before starting this section. An instructor should review the completed handouts while another instructor leads this section with participants. Use the information obtained to facilitate the completion of the following Knowledge Check slides and lesson review.

The following slides contain knowledge review items.

Give all participants time to formulate answers before revealing the correct response. Use interaction to involve all participants.

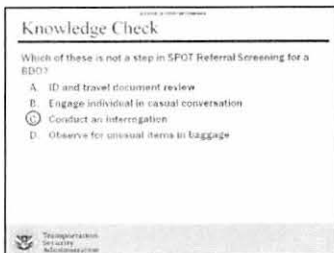
**Ask:** Which of these describes the correct sequence of steps in the SPOT process?

- A. Establish an environmental baseline, behavior observation and analysis, WTL, Referral process
- B. Establish an environmental baseline, WTL, referral process, behavior observation and analysis
- C. Behavior observation and analysis, establish an environmental baseline, WTL, referral process
- D. Behavior observation and analysis, referral process, establish an environmental baseline, WTL



**Answer:** Choice A: Behavior observation and analysis does not begin until the BDO has established an environmental baseline at the checkpoint and begun behavior observations.

Slide 75: Knowledge Check



**Teaching Point:** This slide is click-based.

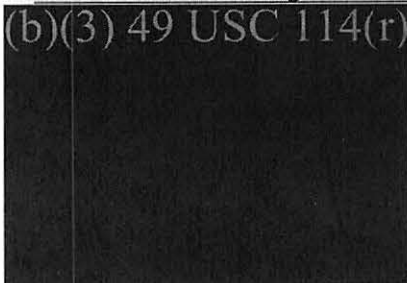
**Ask:** Which of these is not a step in SPOT Referral Screening for a BDO?

- A. ID and travel document review
- B. Engage individual in CC
- C. Conduct formal interviews
- D. Observe for unusual items in baggage



**Answer:** C is the correct answer. Formal interviews are only conducted by LEOs.

Slide 76: Knowledge Check



Teaching Point: This slide is click-based.



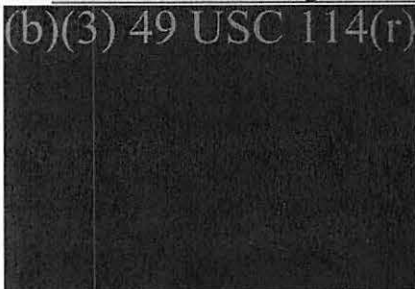
Ask: Which statement is false?

- A. When passengers reach a score of (b)(3) 49 USC 114(r) BDOs refer them for SPOT Referral Screening.
- B. An LEO must be notified if an individual surrenders any prohibited item to a BDO prior to the screening process.
- C. BDOs establish environmental baselines at the screening location.
- D. If two or more signs of deception are observed during passenger statements, BDOs call an LEO.



Answer: B is the correct answer. An LEO call is only required if an individual surrenders an asterisked prohibited item prior to the screening process.

Slide 77: Knowledge Check



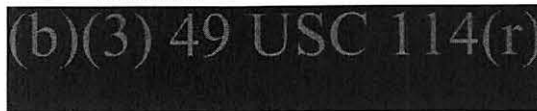
Teaching Point: This slide is click-based.



Ask: During behavior observation, deduct (b)(3) 49 USC 114(r) if the passenger appears to be a: (Select all that apply.)



Answer:

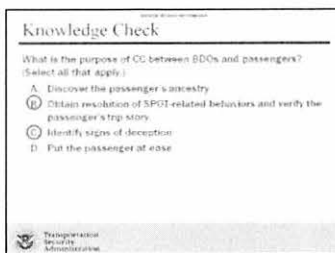


Slide 78: Knowledge Check

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

Slide 79: Knowledge Check

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

**Slide 80: Knowledge Check**


**Knowledge Check**

What is the purpose of CC between BDOs and passengers?  
(Select all that apply.)

- A. Discover the passenger's ancestry
- B. Obtain resolution of SPOT-related behaviors and verify the passenger's trip story
- C. Identify signs of deception
- D. Put the passenger at ease

Transportation Security Administration

**Teaching Point:** This slide is click-based.

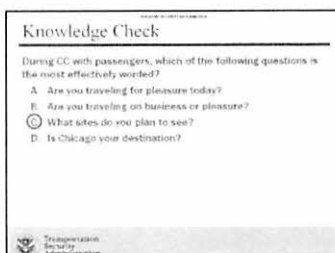


**Ask:** What is the purpose of CC between BDOs and passengers? (Select all that apply.)

- A. Discover the passenger's ancestry
- B. Obtain resolution of SPOT-related behaviors and verify the passenger's trip story
- C. Identify signs of deception
- D. Put the passenger at ease



**Answer:** B and C are the correct answers.

**Slide 81: Knowledge Check**


**Knowledge Check**

During CC with passengers, which of the following questions is the most effectively worded?

- A. Are you traveling for pleasure today?
- B. Are you traveling on business or pleasure?
- C. What sites do you plan to see?
- D. Is Chicago your destination?

Transportation Security Administration

**Teaching Point:** This slide is click-based.



**Ask:** During CC with passengers, which of the following questions is the most effectively worded?

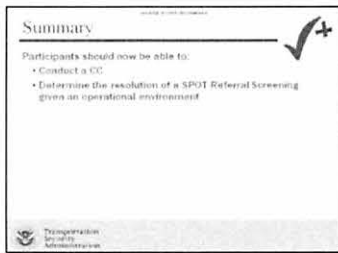
- A. Are you traveling for pleasure today?
- B. Are you traveling on business or pleasure?
- C. What sites do you plan to see?
- D. Is Chicago your destination?



**Answer:**

- C is the correct answer.
- Choices A and D are closed (require only a yes or no response).
- Choice B is leading (gives a choice).

**Slide 82: Summary**



Participants should now be able to:

- Conduct a CC
- Determine the resolution of a SPOT Referral Screening given an operational environment



**Ask:** What is the purpose of CC?

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

**Answer:** The CC is a voluntary and informal interview. The goal of the BDO is to try to resolve observed anomalous behavior.

**Slide 83: Questions**



**Ask:** What questions do you have before we proceed?

**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 questions is unknown, add questions 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.

**Transition:** *As we mentioned at the beginning of the course, we will now cover a spotlight module on how to combat profiling. After that, we will head into the last lesson.*

**Teaching Point:** Proceed to the separate, instructor-led spotlight module on combating profiling.