

Course Outline

Transportation

REVISED: August/2018

Job Title

Truck and Bus Driving

Career Pathway:

Operations

Industry Sector:

Transportation

O*NET-SOC CODE:

53-3022.00

CBEDS Title:

Truck and Bus Driving

CBEDS No.:

5662

79-90-89

Bus Driver/2

Credits: 2.5

Hours: 40

Course Description:

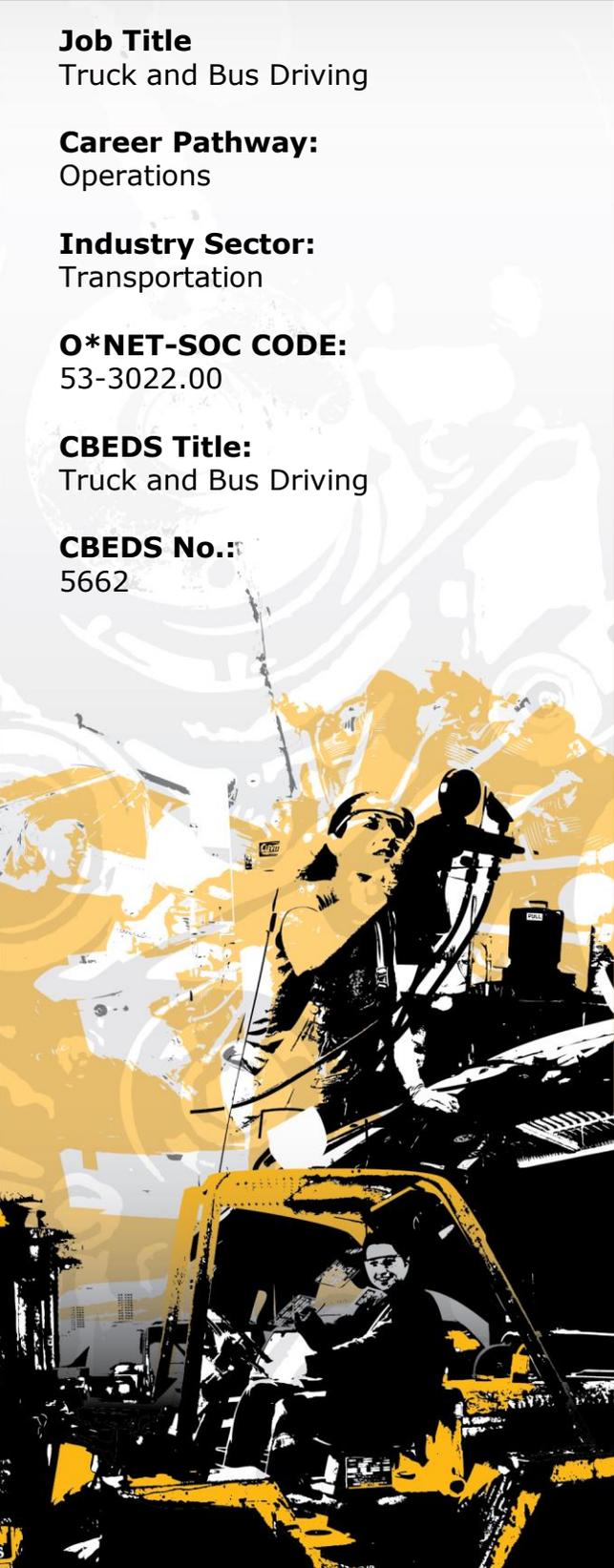
This competency-based course is the second in a sequence of two designed for Bus Driver. It provides students with knowledge and skills needed for employment as truck and bus drivers. Instruction includes precision training in vehicle movement and driving fundamentals, transmission control and shifting procedures, defensive driving passenger loading and unloading procedures, and emergency procedures. The competencies in this course are aligned with the California High School Academic Content Standards and the California Career Technical Education Model Curriculum Standard.

Prerequisites:

Enrollment requires successful completion of Bus Driver 1 (79-90-88)

NOTE: For Perkins purposes this course has been designated as a **concentrator/capstone** course.

This course cannot be repeated once a student receives a Certificate of Completion.



COURSE OUTLINE COMPETENCY-BASED COMPONENTS

A course outline reflects the essential intent and content of the course described. Acceptable course outlines have six components. (Education Code Section 52506). Course outlines for all apportionment classes, including those in jails, state hospitals, and convalescent hospitals, contain the six required elements:

(EC 52504; 5CCR 10508 [b]; Adult Education Handbook for California [1977], Section 100)

COURSE OUTLINE COMPONENTS

Location

GOALS AND PURPOSES

Cover

The educational goals or purposes of every course are clearly stated and the class periods are devoted to instruction. The course should be broad enough in scope and should have sufficient educational worth to justify the expenditure of public funds.

The goals and purpose of a course are stated in the COURSE DESCRIPTION. Course descriptions state the major emphasis and content of a course, and are written to be understandable by a prospective student.

PERFORMANCE OBJECTIVES OR COMPETENCIES

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Objectives should be delineated and described in terms of measurable results for the student and include the possible ways in which the objectives contribute to the student's acquisition of skills and competencies.

Performance Objectives are sequentially listed in the COMPETENCY-BASED COMPONENTS section of the course outline. Competency Areas are units of instruction based on related competencies. Competency Statements are competency area goals that together define the framework and purpose of a course. Competencies fall on a continuum between goals and performance objectives and denote the outcome of instruction.

Competency-based instruction tells a student before instruction what skills or knowledge they will demonstrate after instruction. Competency-based education provides instruction which enables each student to attain individual goals as measured against pre-stated standards.

Competency-based instruction provides immediate and continual repetition and In competency-based education the curriculum, instruction, and assessment share common characteristics based on clearly stated competencies. Curriculum, instruction and assessment in competency-based education are: explicit, known, agreed upon, integrated, performance oriented, and adaptive.

COURSE OUTLINE COMPETENCY-BASED COMPONENTS
(continued)

COURSE OUTLINE COMPONENTS

Location

INSTRUCTIONAL STRATEGIES

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Instructional techniques or methods could include laboratory techniques, lecture method, small-group discussion, grouping plans, and other strategies used in the classroom.

Instructional strategies for this course are listed in the TEACHING STRATEGIES AND EVALUATION section of the course outline. Instructional strategies and activities for a course should be selected so that the overall teaching approach takes into account the instructional standards of a particular program, i.e., English as a Second Language, Programs for Adults with Disabilities.

UNITS OF STUDY, WITH APPROXIMATE HOURS ALLOTTED FOR EACH UNIT

Cover

The approximate time devoted to each instructional unit within the course, as well as the total hours for the course, is indicated. The time in class is consistent with the needs of the student, and the length of the class should be that it ensures the student will learn at an optimum level.

pp. 7-10

Units of study, with approximate hours allotted for each unit are listed in the COMPETENCY AREA STATEMENT(S) of the course outline. The total hours of the course, including work-based learning hours (community classroom and cooperative vocational education) is listed on the cover of every CBE course outline. Each Competency Area listed within a CBE outline is assigned hours of instruction per unit.

EVALUATION PROCEDURES

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The evaluation describes measurable evaluation criteria clearly within the reach of the student. The evaluation indicates anticipated improvement in performances as well as anticipated skills and competencies to be achieved.

Evaluation procedures are detailed in the TEACHING STRATEGIES AND EVALUATION section of the course outline. Instructors monitor students' progress on a continuing basis, assessing students on attainment of objectives identified in the course outline through a variety of formal and informal tests (applied performance procedures, observations, and simulations), paper and pencil exams, and standardized tests.

REPETITION POLICY THAT PREVENTS PERPETUATION OF STUDENT ENROLLMENT

Cover

After a student has completed all the objectives of the course, he or she should not be allowed to reenroll in the course. There is, therefore, a need for a statement about the conditions for possible repetition of a course to prevent perpetuation of students in a particular program for an indefinite period of time.

ACKNOWLEDGMENTS

Thanks to SHERI ARMSTRONG, LUZ GRANADOS and ALEJANDRA SALCEDO for developing and editing this curriculum. Acknowledgment is also given to ERICA ROSARIO for designing the original artwork for the course covers.

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Transportation Knowledge and Performance Anchor Standards

1.0 Academics

Analyze and apply appropriate academic standards required for successful industry sector pathway completion leading to postsecondary education and employment. Refer to the Business and Finance academic alignment matrix for identification of standards.

2.0 Communications

Acquire and accurately use Business and Finance sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats.

3.0 Career Planning and Management

Integrate multiple sources of career information from diverse formats to make informed career decisions, solve problems, and manage personal career plans.

4.0 Technology

Use existing and emerging technology to investigate, research, and produce products and services, including new information, as required in the Business and Finance sector workplace environment.

5.0 Problem Solving and Critical Thinking

Conduct short, as well as more sustained, research to create alternative solutions to answer a question or solve a problem unique to the Business and Finance sector using critical and creative thinking, logical reasoning, analysis, inquiry, and problem-solving techniques.

6.0 Health and Safety

Demonstrate health and safety procedures, regulations, and personal health practices and determine the meaning of symbols, key terms, and domain-specific words and phrases as related to the Business and Finance sector workplace environment.

7.0 Responsibility and Flexibility

Initiate, and participate in, a range of collaborations demonstrating behaviors that reflect personal and professional responsibility, flexibility, and respect in the Business and Finance sector workplace environment and community settings.

8.0 Ethics and Legal Responsibilities

Practice professional, ethical, and legal behavior, responding thoughtfully to diverse perspectives and resolving contradictions when possible, consistent with applicable laws, regulations, and organizational norms.

9.0 Leadership and Teamwork

Work with peers to promote divergent and creative perspectives, effective leadership, group dynamics, team and individual decision making, benefits of workforce diversity, and conflict resolution as practiced in the Future Business Leaders of America (FBLA) career technical student organization.

10.0 Technical Knowledge and Skills

Apply essential technical knowledge and skills common to all pathways in the Business and Finance sector, following procedures when carrying out experiments or performing technical tasks.

11.0 Demonstration and Application

Demonstrate and apply the knowledge and skills contained in the Business and Finance anchor standards, pathway standards, and performance indicators in classroom, laboratory, and workplace settings, and through the Future Business Leaders of America (FBLA) career technical student organization.

Transportation Pathway Standards

A. Operations Pathway

The operations pathway prepares students for postsecondary employment and education in a variety of career opportunities in the transportation industry, including but not limited to harbors, ports, warehousing, marine applications, airplanes, trains, vehicles and special equipment.

Sample occupations associated with this pathway:

- ◆ Warehouse Worker/Dispatcher
- ◆ Production, Planning, and Expediting
- ◆ Storage, Warehouse, and Distribution Manager
- ◆ Container Crane Operator
- ◆ Inspectors and Planners

- A1.0 Evaluate and assess all aspects of facilities and facility planning for efficient and effective processing/handling of people, goods, and services in the transportation industry (housing, storage, maintenance, parts).
- A2.0 Describe and identify tools, techniques, and systems used to plan, staff, lead, and organize human resources as it relates to the transportation sector.
- A3.0 Demonstrate an understanding of the concepts and processes needed to move, store/house, locate and/or transfer people, goods, and services.
- A4.0 Demonstrate an understanding of business fundamentals, uses and application of technologies, communications, and basic management functions.
- A5.0 Analyze and evaluate the design advantages and disadvantages of transportation-industry systems and the effects of those systems on people and the environment.
- A6.0 Demonstrate safety practices pertaining to the transportation industry, including requirements of the Occupational Safety and Health Administration (OSHA), Environmental Protection Agency (EPA), Air Quality Management Districts (AQMDs), and other regulatory agencies.
- A7.0 Describe and identify the infrastructures required and used in the transportation industry.

CBE
Competency-Based Education

COMPETENCY-BASED COMPONENTS
for the Bus Driver/2 Course

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>A. INTRODUCTION AND SAFETY</p> <p>Identify skills required, equipment and materials used, classroom procedures, and available job opportunities.</p> <p>(2 hours)</p>	<ol style="list-style-type: none"> 1. Describe the scope and purpose of the course. 2. Describe the overall course content as a part of the Linked Learning Initiative. 3. Describe classroom policies and procedures. 4. Identify classroom and workplace first aid and emergency procedures. 5. Describe the different occupations in the Transportation Industry Sector which have an impact on the role of a bus driver. 6. Describe the California Occupational Safety and Health Administration (Cal/OSHA) workplace requirements for bus drivers. 7. Describe the opportunities available for promoting gender equity and the representation of non-traditional populations in school bus driver. 8. Explain the impact of California Air Resources Board (ARB) legislation on Transportation Industry Sector practices in protecting and preserving the environment. 9. Identify the safety items required by federal, state, and local regulations. 10. Explain various common transportation terms. 11. Describe availability of job opportunities. 12. Demonstrate control of materials and equipment. 13. Pass the safety exam with 100% accuracy. 	<p>Career Ready Practice: 1, 3, 5</p> <p>CTE Anchor: 2.4, 3.1, 3.2, 3.4, 10.1, 11.1</p> <p>CTE Pathway: A2.6</p>
<p>B. BASIC VEHICLE FAMILIARIZATION AND MOVEMENT</p> <p>Understand standards for training in and development of basic operational skills necessary for initial movement of the vehicle.</p> <p>(3 hours)</p>	<ol style="list-style-type: none"> 1. Define terms related to vehicle familiarization and movement. 2. Identify training vehicle and training sites. 3. Discuss positioning of the driver. 4. Understand skills necessary in using the mirror system. 5. Understand skills necessary for applying vehicle's brakes. 6. Review danger zones. 7. Understand skills necessary to safely move the vehicle. 	<p>Career Ready Practice: 1, 2, 5, 7, 8, 12</p> <p>CTE Anchor: 2.1, 5.1, 5.2, 5.3, 5.4, 6.6, 8.1, 10.1, 10.2, 10.4, 11.1</p> <p>CTE Pathway A1.1, A1.3, A2.3, A5.1, A7.2</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>C. PRECISION TRAINING IN VEHICLE MOVEMENT AND DRIVING FUNDAMENTALS</p> <p>Understand the concept and theory and development comprehension and practical application of critical tasks used in backing and turning in a specific sequence. Learn information necessary to develop proper turning skills and turning point comprehension.</p> <p>(17 hours)</p>	<ol style="list-style-type: none"> 1. Understand purpose and objectives. 2. Discuss terminology in “Instructors Behind-the-Wheel Guide for California’s Bus Driver’s Training Course.” 3. Correct use of hazards lights. 4. Demonstrate precision backing maneuvers. 5. Correct use of mirrors. 6. Demonstrate precision backing and turning maneuvers. 7. Develop hand-eye coordination. 8. Steer the vehicle through the turn safely. 9. Avoid contact with problem objects. 10. Know the turning capability of the vehicle. 11. Establish the correct turning point. 12. Assess depth perception. 	<p>Career Ready Practice: 1, 2, 5, 7, 8, 12</p> <p>CTE Anchor: 2.1, 5.1, 5.2, 5.3, 5.4, 8.1, 10.1, 10.2, 10.4, 11.1</p> <p>CTE Pathway: A1.1, A1.3, A2.3, A5.1, A7.2</p>
<p>D. TRANSMISSION CONTROL AND SHIFTING PROCEDURES</p> <p>Understand concept and theory and develop comprehension and practical application of the critical task for transmission control.</p> <p>(3 hours)</p>	<ol style="list-style-type: none"> 1. Understand purpose and objectives. 2. Discuss terminology in “Instructors Behind-the-Wheel Guide for California’s Bus Driver’s Training Course.” 3. Demonstrate throttle control and clutch use. 4. Demonstrate establishment of transmission shift points. 5. Discuss shifting preparation, shift graph and shift chart. 6. Discuss automatic transmissions. 7. Discuss downshift inhibit feature. 8. Discuss upshift feature. 9. Review shifting of a two-speed rear axle. 10. Practice proper mirror use. 	<p>Career Ready Practice: 1, 2, 5, 7, 8, 12</p> <p>CTE Anchor: 2.1, 2.3, 2.5, 5.1, 5.2, 5.3, 5.4, 8.1, 11.1</p> <p>CTE Pathway: A1.3, A2.3, A5.1, A7.1</p>
<p>E. DEFENSIVE DRIVING</p> <p>Understand concept and theory of intensified driver awareness techniques and to develop comprehension and practical application of driving techniques with progressive competency.</p> <p>(4 hours)</p>	<ol style="list-style-type: none"> 1. Understand purpose and objectives. 2. Discuss terminology in “Instructors Behind-the-Wheel Guide for California’s Bus Driver’s Training Course.” 3. Demonstrate defensive driving techniques progressing from the simple to complex driving environments. 4. Apply legal knowledge and common sense when dealing with a variety of railroad crossings. 5. Discuss technique of commentary driving. 6. Develop perceptual skills to access hazards and risk. 7. Apply use of major visual/perceptual concepts used while driving, which include visual lead and scanning. 	<p>Career Ready Practice: 1, 2, 5, 7, 8, 12</p> <p>CTE Anchor: 2.1, 2.3, 5.1, 5.2, 5.3, 5.4, 8.1, 8.2, 8.3, 10.1, 10.2, 11.1</p> <p>CTE Pathway: A1.1, A2.2, A2.3, A2.5, A5.1, A6.5, A7.2</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>F. PASSENGER LOADING AND UNLOADING PROCEDURES</p> <p>Demonstrate proper principles and procedures necessary to load and unload passengers safely and efficiently and to practice the principles and procedures to achieve proficiency.</p> <p>(5 hours)</p>	<ol style="list-style-type: none"> 1. Understand purpose and objectives. 2. Discuss terminology on “Instructors Behind-the-Wheel Guide for California’s Bus Driver’s Training Course.” 3. Understand the proper principles and procedures of loading and unloading passengers. 4. Demonstrate proper use of the school bus flashing red light system, amber warning light system, and stop signal arm, is so equipped. 5. Demonstrate proper procedures for escorting school pupils. 6. Demonstrate and instruct legal and best practices and procedures for safely loading and unloading passengers. 	<p>Career Ready Practice: 1, 2, 5, 7, 8, 12</p> <p>CTE Anchor: 2.1, 2.3, 5.1, 5.2, 5.3, 5.4, 8.1, 8.2, 8.3, 10.1, 10.2, 11.1</p> <p>CTE Pathway: A1.3, A2.3, A3.2, A5.1, A6.5, A7.2</p>
<p>G. EMERGENCY PROCEDURES</p> <p>Increase knowledge, conditioning and concentration necessary to function effectively in emergency situations.</p> <p>(3 hours)</p>	<ol style="list-style-type: none"> 1. Understand purpose and objectives. 2. Discuss terminology on “Instructors Behind-the-Wheel Guide for California’s Bus Driver’s Training Course.” 3. Understand how to use and deal with the following: <ol style="list-style-type: none"> a. Emergency hazards flashers b. Emergency reflectors c. Mechanical breakdowns d. Emergency procedures for alternative fuel vehicles e. Unauthorized entry f. Biohazard exposure g. Accident procedures h. Emergency equipment i. Bus evacuation instruction j. Hijacking 	<p>Career Ready Practice: 1, 2, 5, 7, 8, 12</p> <p>CTE Anchor: 2.1, 2.3, 5.1, 5.2, 5.3, 5.4, 8.1, 8.2, 8.3, 10.1, 10.2, 11.1</p> <p>CTE Pathway: A1.3, A2.3, A2.5, A2.8, A3.3, A5.1, A7.2</p>
<p>H. EMPLOYABILITY SKILLS</p> <p>Show understanding of job search and acquisition skills.</p> <p>(1 hour)</p>	<ol style="list-style-type: none"> 1. Describe the steps used in a job search. 2. Write a résumé and cover letter; discuss the value of résumés and personal networking in obtaining employment. 3. Complete a job application legibly. 4. Describe work habits of punctuality and regular attendance. 5. Describe job interview preparation: dress, references, résumé, transcripts, work permits, interview, and follow-up. 	<p>Career Ready Practice: 1, 2, 3, 4</p> <p>CTE Anchor: 2.4, 3.3, 3.4, 3.9, 11.2</p> <p>CTE Pathway: A2.6</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>I. FINAL APPRAISAL</p> <p>Appraise level of performance, competency, and proficiency as it relates to all sections of the Behind the Wheel Guide for California Bus Driving Training Course.</p> <p>(2 hours)</p>	<ol style="list-style-type: none"> 1. Understand purposes and objectives. 2. Pass a written examination covering the contents of the course with 80% accuracy. 3. Pass a practical examination covering the contents of the course with 80% accuracy. 	<p>Career Ready Practice: 1, 2, 5, 7, 8, 12</p> <p>CTE Anchor: 2.1, 5.2, 5.3, 5.4, 8.1, 8.2, 8.3, 10.1, 10.2, 11.1</p> <p>CTE Pathway: A1.1, A1.3, A2.3, A2.5, A3.3, A5.1, A7.2</p>

SUGGESTED INSTRUCTIONAL MATERIALS and OTHER RESOURCES

TEXTBOOKS

DMV, California Department of Motor Vehicles Handbook, www.dmv.ca.gov, 2018

DMV, California Commercial Driver's Handbook, www.dmv.ca.gov, 2017-2018

DMV, California Vehicle Code. www.dmv.org

Thomas Reuters, California Code of Regulations, Title 13: Motor Vehicles. <https://govt.westlaw.com/calregs/>

Federal Code of Regulations Part 49: Transportation. Office of the Federal Register National Archives and Records Administration as a Special Edition of the Federal Register, October 2012

CHP, Sacramento, CA, California Highway Patrol Handbook 82.7: Passenger Transportation Safety Handbook, CHP, March 2003

RESOURCES

Employer Advisory Board members

CDE Model Curriculum Standards for Transportation

<https://www.cde.ca.gov/ci/ct/sf/documents/transportation.pdf>

COMPETENCY CHECKLIST

TEACHING STRATEGIES and EVALUATION

METHODS AND PROCEDURES

- A. Lecture and discussion
- B. Demonstration
- C. Students hands-on practice
- D. Individualized instruction
- E. Critical thinking and listening skills
- F. Peer teaching and cooperative learning

EVALUATION

SECTION A – Introduction – Pass safety test with 100% accuracy.

SECTION B – Basic Vehicle Familiarization and Movement - Pass all assignments and exams with a minimum score of 80% or higher.

SECTION C – Precision Training in Vehicle Movement and Driving– Pass all assignments and exams with a minimum score of 80% or higher.

SECTION D – Transmission Control and Shifting Procedures – Pass all assignments and exams with a minimum score of 80% or higher.

SECTION E – Defensive Driving Number Keys – Pass all assignments and exams on number keys with a minimum score of 80% or higher.

SECTION F – Passenger Loading and Unloading Procedures – Pass all assignments and exams with a minimum score of 80% or higher.

SECTION G – Emergency Procedures – Pass all assignments and exams with a minimum score of 80% or higher.

SECTION H – Employability Skills– Pass all assignments and exams on employability skills with a minimum score of 80% or higher.

SECTION I – Final Appraisal – Pass the final examination with a minimum score of 80% or higher.

Standards for Career Ready Practice

1. Apply appropriate technical skills and academic knowledge.

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education. They make connections between abstract concepts with real-world applications and recognize the value of academic preparation for solving problems, communicating with others, calculating measures, and performing other work-related practices.

2. Communicate clearly, effectively, and with reason.

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, using written, verbal, electronic, and/or visual methods. They are skilled at interacting with others: they are active listeners who speak clearly and with purpose, and they are comfortable with terminology that is common to workplace environments. Career-ready individuals consider the audience for their communication and prepare accordingly to ensure the desired outcome.

3. Develop an education and career plan aligned with personal goals.

Career-ready individuals take personal ownership of their educational and career goals and manage their individual plan to attain these goals. They recognize the value of each step in the educational and experiential process, and they understand that nearly all career paths require ongoing education and experience to adapt to practices, procedures, and expectations of an ever-changing work environment. They seek counselors, mentors, and other experts to assist in the planning and execution of education and career plans.

4. Apply technology to enhance productivity.

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring and using new technology. They understand the inherent risks—personal and organizational—of technology applications, and they take actions to prevent or mitigate these risks.

5. Utilize critical thinking to make sense of problems and persevere in solving them

Career-ready individuals recognize problems in the workplace, understand the nature of the problems, and devise effective plans to solve the problems. They thoughtfully investigate the root cause of a problem prior to introducing solutions. They carefully consider options to solve a problem and, once agreed upon, follow through to ensure the problem is resolved.

6. Practice personal health and understand financial literacy.

Career-ready individuals understand the relationship between personal health and workplace performance. They contribute to their personal well-being through a healthy diet, regular exercise, and mental health activities. Career-ready individuals also understand that financial literacy leads to a secure future that enables career success.

7. Act as a responsible citizen in the workplace and the community.

Career-ready individuals understand the obligations and responsibilities of being a member of a community and demonstrate this understanding every day through their interactions with others. They are aware of the impacts of their decisions on others and the environment around them, and they think about the short-term and long-term consequences of their actions. They are reliable and consistent in going beyond minimum expectations and in participating in activities that serve the greater good.

8. Model integrity, ethical leadership, and effective management.

Career-ready individuals consistently act in ways that align with personal and community-held ideals and principles. They employ ethical behaviors and actions that positively influence others. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the direction and actions of a team or organization, and they recognize the short-term and long-term effects that management's actions and attitudes can have on productivity, morale, and organizational culture.

9. Work productively in teams while integrating cultural and global competence.

Career-ready individuals contribute positively to every team, as both team leaders and team members. To avoid barriers to productive and positive interaction, they apply an awareness of cultural differences. They interact effectively and sensitively with all members of the team and find ways to increase the engagement and contribution of other members.

10. Demonstrate creativity and innovation.

Career-ready individuals recommend ideas that solve problems in new and different ways and contribute to the improvement of the organization. They consider unconventional ideas and suggestions by others as solutions to issues, tasks, or problems. They discern which ideas and suggestions may have the greatest value. They seek new methods, practices, and ideas from a variety of sources and apply those ideas to their own workplace practices.

11. Employ valid and reliable research strategies.

Career-ready individuals employ research practices to plan and carry out investigations, create solutions, and keep abreast of the most current findings related to workplace environments and practices. They use a reliable research process to search for new information and confirm the validity of sources when considering the use and adoption of external information or practices.

12. Understand the environmental, societal, and economic impacts of decisions.

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact other people, organizations, the workplace, and the environment. They are aware of and utilize new technologies, understandings, procedures, and materials and adhere to regulations affecting the nature of their work. They are cognizant of impacts on the social condition, environment, workplace, and profitability of the organization.

Statement for Civil Rights

All educational and vocational opportunities are offered without regard to race, color, national origin, gender, or physical disability.
