game feed, which is a key driver of population growth (*5*). Meanwhile, Denmark is building a 70-km border fence to exclude cross-border migration of wild boar (*6*). The fence will disrupt wildlife habitats (*6*), but it will not stop the virus from spreading through the transportation of live pigs, wild boar, or pig- and wild boar–derived tissues and products or through the movement of other objects carrying the virus, such as human clothing (*1*). Factors that govern wild boar abundance and virus spread are not bound by national borders. Instead of haphazard policies, we urge governments to agree on a coordinated response that adheres to the principles of modern wildlife management (*7*).

Adaptive wildlife management strategies consider the human dimension and prevent unsound reactive management. Improved wildlife population monitoring (*4*) and analysis are the best ways to determine which approaches to wildlife management are successful ecologically, economically, and socially. Sustainable management will depend on local circumstances and national wildlife management regulations, but science-based strategies can be implemented at the continental scale. Legislators across Europe should consult scientists and wildlife and animal health agencies before making decisions about wildlife policy. European countries should coordinate population monitoring and management. Shared responsibility for wildlife management among countries will enable funding for research that can critically evaluate its success. The ASF crisis can serve as a chance to develop a science-based wildlife policy for Europe.

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Special educational needs and fieldwork

Special educational needs and disabilities can limit students interested in fields traditionally characterized by a large fieldwork component due to real or perceived physical barriers (*1*). Although much effort has been made to reduce the barriers and accommodate different types of disabilities and special educational needs (*2*), inclusivity is still challenging when it comes to fieldwork (*3*). Because many fieldwork experiences cannot be recreated in the lab, it is important to provide fieldwork opportunities that do not rely on the assumption of able-bodiedness among students (*4*). This should not be considered a limiting factor, because redesigning a field course to increase its inclusivity can result in an improved learning experience for all students and instructors. Academic departments should actively participate in discussions about program accessibility, rather than leaving affected students and the university's disability resources to find a solution (*5*).

The development of new techniques and the implementation of simple actions can represent a step forward in enhancing inclusion and equal opportunities in relation to fieldwork. Increasing the awareness of accessibility by all staff and students, as well as focusing on students'

PHOTO: TOUCH MAPPER

Tactile maps can help students overcome obstacles to fieldwork.

abilities rather than on their challenges, can make a real difference to the field experience and encourage more students to view disciplines that require fieldwork as viable career options (*3*). For instance, eliminating inaccessible locations, redesigning the field stops, and rearranging the schedule to reduce frequent transfers in and out of the bus will reduce the mental and physical stress on students. A sign-language interpreter can support field activities to help students with limited hearing. The use of audio field guides describing the field stops can improve the field experience for students who are blind, partially sighted, or who have specific learning disabilities. Tactile maps can represent a valid alternative to 2D maps to help students to perceive topography and geological structures. In addition, the use of real-time telepresence allows mobility-impaired students in a safer area to see and interact with the rest of the group even if they are located at some distance from the site. Finally, virtual technology can support field activities by simulating the experience of being in the field.

It is not always possible to overcome all potential barriers, and in some cases lab-based alternatives may have to suffice. However, these actions can help to reduce the experience gap for students with special educational needs and disabilities.

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TECHNICAL COMMENT ABSTRACTS

Comment on "Designing river flows to improve food security futures in the Lower Mekong Basin"

John G. Williams, Peter B. Moyle, Ashley S. Halls

Sabo *et al.* (Research Articles, 8 December 2017, p. 1270) used statistical relationships between flow and catch in a major Lower Mekong Basin fishery to propose a flow regime that they claim would increase catch, if implemented by proposed dams. However, their catch data were not adjusted for known variation in monitoring effort, invalidating their analysis.

Full text: dx.doi.org/10.1126/science.aav8755

Response to Comment on "Designing river flows to improve food security futures in the Lower Mekong Basin"

John L. Sabo, Gordon W. Holtgrieve, Albert Ruhi, Mauricio E. Arias, Peng Bun Ngor, Vittoria Elliott, Timo Räsänen, So Nam

Williams *et al.* claim that the data used in Sabo *et al.* were improperly scaled to account for fishing effort, thereby invalidating the analysis. Here, we reanalyze the data rescaled per Williams *et al.* and following the methods in Sabo *et al*. Our original conclusions are robust to rescaling, thereby invalidating the assertion that our original analysis is invalid.

Full text: dx.doi.org/10.1126/science.aav9887