



PEER-REVIEW REPORT

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Title: The Role of Theories in School-based Diabetes Care Interventions: A Critical Review

Reviewer's code: 03302052

Position: Peer Reviewer

Academic degree: PhD

Professional title: Chief Pharmacist, Doctor

Reviewer's Country/Territory: China

Author's Country/Territory: United States

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Reviewer chosen by: Ya-Juan Ma

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Scientific quality	<input type="checkbox"/> Grade A: Excellent <input type="checkbox"/> Grade B: Very good <input checked="" type="checkbox"/> Grade C: Good <input type="checkbox"/> Grade D: Fair <input type="checkbox"/> Grade E: Do not publish
Language quality	<input checked="" type="checkbox"/> Grade A: Priority publishing <input type="checkbox"/> Grade B: Minor language polishing <input type="checkbox"/> Grade C: A great deal of language polishing <input type="checkbox"/> Grade D: Rejection
Conclusion	<input type="checkbox"/> Accept (High priority) <input checked="" type="checkbox"/> Accept (General priority) <input type="checkbox"/> Minor revision <input type="checkbox"/> Major revision <input type="checkbox"/> Rejection
Re-review	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
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SPECIFIC COMMENTS TO AUTHORS

Author found that theory-based diabetes care interventions in US schools are lacking.

Is there any specific quantitative indicators to support the conclusion of the review??

What are the specific forms of theory-based diabetes care?