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Answering reviewers

Dear reviewer

We thank you for your insightful and valuable comments. We have been able to incorporate changes to reflect most of the comments. We have highlighted the changes within the manuscript.

The following is a point-by-point response to the reviewers' comments and concerns.

- **Comment 1:** 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?
- **Response:** Thank you very much for pointing this out. We re-considered and re-worded the study limitations in our discussion (Page 13). Since the included studies differed substantially in outcome measures, a further meta-analysis was precluded, and thus we were prevented from pooling quantitative outcome estimates to support the conclusion. Moreover, we limited the review scope to the US K-12 schools because school-based diabetes care practices could be highly heterogeneous across countries; indicators regarding the number of theory-based interventions across countries were not available.

- **Comment 2:** What are the specific forms of theory-based diabetes care?
- **Response:** Thank you very much for your comment. We re-worded to make more clear the definition and characteristics of theory-based diabetes care intervention. The change can be found in the introduction session (Page 3). Theory-based interventions included in this review should explicitly adopted, measured, or tested relevant theoretical constructs on diabetes care-related outcomes. We distinguished theory-based interventions from theory-inspired interventions that may only loosely mention a theory. Your insightful comments are much appreciated.

Sincerely,



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