Behavioral Skills Assessment for Type 2 Diabetes (BS-T2D)

Based on the **Information–Motivation–Behavioral Skills (IMB)** model, behavioral skills are the "functional" prerequisite to action. They do not measure the frequency of the behavior (e.g., "How many days did you exercise?") but rather the patient's **capability, proficiency, and self-efficacy** in performing the tasks required for diabetes self-management.

The following 6-item questionnaire is designed for a primary care context to assess these skills through clinical observation or self-reported mastery of core AADE7™ self-care behaviors.

Instructions for Observer:
Rate the patient's proficiency in the following skill areas based on their demonstration or detailed description of their daily routine.

Item	Skill Domain	Assessment Question	0 (Low Skill)	1 (Moderate Skill)	2 (High Skill)
1	**Technical Skill**	How proficient is the patient at using their blood glucose monitor or insulin delivery device?	Cannot use the device independently; requires constant help.	Uses device but often needs reminders or makes minor errors.	Operates device correctly, independently, and consistently.
2	**Interpretive Skill**	Can the patient correctly explain what their recent blood sugar readings mean for their health?	Cannot interpret numbers; does not know "high" vs "low" targets.	Recognizes basic high/low values but struggles to explain causes.	Accurately interprets readings and understands clinical targets.
3	**Planning Skill**	How effectively can the patient plan a balanced, diabetes-friendly meal following	Unable to identify appropriate foods or portion sizes.	Can identify healthy foods but struggles with portioning or consistency.	Competently plans meals and adjusts portions to match guidelines.

		their dietary guidelines?			
4	**Problem-Solving**	How well does the patient describe their plan for managing a "hypo" or "hyper" glycemic episode?	Has no clear plan; would not know how to react to symptoms.	Knows some steps (e.g., "eat sugar") but lacks a complete protocol.	Demonstrates a clear, step-by-step plan for managing glucose fluctuations.
5	**Self-Regulatory Skill**	How proficient is the patient at tracking their own data (e.g., logging glucose, meds, or symptoms)?	Does not keep any records; relies entirely on memory or others.	Keeps inconsistent records; logs are often incomplete or messy.	Maintains clear, organized, and actionable self-monitoring records.
6	**Communication/ Negotiation Skill**	How confident can the patient ask their doctor/ nurse questions about their diabetes treatment"	Not confident	Moderately confident	Very confident

Scoring Summary

- **Total Score Range:** 0–12
- **Interpretation:** Higher scores indicate greater behavioral skill, which the IMB model posits as the direct mediator between information/motivation and actual glycemic control.

Answer
The 6-item questionnaire assesses behavioral skills across technical use of devices, data interpretation, meal planning, problem-solving for glucose fluctuations, and self-monitoring documentation using a 0–2 proficiency scale.

Source:

American Diabetes Association. (2022). Standards of medical care in diabetes—2022. *Diabetes Care*, 45(Suppl. 1), S1-S264. doi: 10.2337/dc22-S001

Nebraska Medicine (2026). *Diabetes self-care behaviors.* https://www.nebraskamed.com/diabetes/self-care-behaviors