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**ABSTRACT**

**Background:** Deciding whether and how to disclose one’s autism at work is complex, especially for autistic youth and young adults who are entering the labour market and still learning important decision-making and self-determination skills. Autistic youth and young adults may benefit from tools to support disclosure processes at work; however, to our knowledge, no evidence-based, theoretically grounded tool exists.

**Objectives:** 1) To co-design a prototype of a disclosure decision-aid tool with and for autistic youth and young adults; 2) to explore the perceived usability of the prototype (usefulness, satisfaction, ease of use) and make necessary revisions; 3) and outline the process used to achieve the preceding objectives.

**Methods:** Taking a patient-oriented research approach, we engaged four autistic youth and young adults as advisors on this project. Prototype development was guided by co-design principles and strategies. Tool content was informed by a prior needs assessment led by our team, the advisors’ lived experiences, considering intersectionality, and research and recommendations on knowledge translation (KT) tool and decision-aid development. We co-designed an interactive PDF prototype. To assess perceived usability and experiences with the prototype, we conducted four participatory design / focus group Zoom sessions with 19 Canadian autistic youth and young adults (mean age 22.8 years). We analyzed the data using combined conventional (inductive) and modified framework method (deductive).

**Results:** We developed four categories pertaining to the perceived usability of and participant experiences with the prototype: 1) past disclosure experiences, 2) prototype information and activities, 3) prototype design and structure, and 4) overall usability. Participant feedback was favorable and indicative of the tool’s potential impact and usability. The usability indicator requiring the most attention was ease of use. Our findings highlight the importance of engaging knowledge users throughout the prototype co-design and testing processes, incorporating co-design strategies and principles, and having content informed by relevant theories, evidence, and knowledge users’ experiences.

**Conclusions:** We present a co-design process that other researchers, clinicians, and KT practitioners may consider when developing KT tools. We also developed a novel, evidence-based, theoretically informed, decision-aid tool that may help autistic youth and young adults navigate disclosure processes.