P02-274 - **THE ROBOTICS INTERVENTION AND THE CLINICAL APPROACH TOWARDS OF NEW PARADIGMS?**

M. Schweitzer[1,2], N. Puig-Verges[3]

[1]Child Ppsychiatry, La Salpêtrière, Paris VI, [2]Grecc, Groupe de Recherches d'Epistémologie Clinique Comparative, [3]Directeur du Groupe d'Epistémologie Clinique Comparative, Paris, France

For a long time robotics remained linked to the field of research because the reference to robotics still conveyed either illusions about anticipate events or fears and distrusts. The science of robotics does not limit itself any more to research laboratories and developed into multiple fields of social and economic activity; we assist to the emergence of robotics humanoid dealing directly with mankind and contributing to a constructive approach of knowledge.

Trying a sanitary field approach with the intervention with autistic children and also with diverse forms of the handicap, robotics does not limit itself any more to interventions with productivity aim, but penetrated henceforth the field of the social practices as therapeutic steps, so contributing to the emergence of new purposes.

In such a context, because she is intended for the recognition, in the identification and in the expression of the feelings, the robotics intervention presupposes an intentionality of interactivity communicational. The socio-adaptive approach underlies questions not only on the purpose of the clinical approach but also on the sense) attached to the clinical relation (phenomenological approach). The implications of robotics will constitute new social practices or they will contribute to the construction and to the diversification of clinical references ,giving place to the emergence of new paradigms mobilized by the interactive approach and the cognitive reference.

The Comparative Clinical Epistemology approach contributes to the different levels of analysis being deconstructed by the robotics intervention: the construction of a new cognition or the disappearance of the reference to individual experience.

https://doi.org/10.1016/S0924-9338(10)70900-7 Published online by Cambridge University Press