Abstract

This paper is one that was generated in the course of my experience as a therapist of children with disorders of the autistic spectrum, every time I have stopped to consider the questions, uneasiness and obstacles that are brought about by working with paradigms that are difficult to reconcile among them. I comment the possible theoretical intercrossings about the altered aspects in children with autism from the cognitive perspective and the methapsychological understanding that psychoanalysis contributes, as a support to explain my need of counting with milestones of diagnosis and reorientation in the clinic. A part of what I was building up is an instrument of qualitative evaluation that I intend to present in this article; it is about a mode of organizing the characteristics, notions and criteria that has allowed me to evaluate sections of my patients clinical process. By means of such evaluations I succeeded in enlarging strategies, understanding attitudes, manners, changes, and in continuing treatments with clearer rules and important improvements in the children and in the links with their parents. My starting point for such instrument is a table designed by Rivière and Martos (2000), from their cognitive frame. As in the case of the “theory of the mind”, I have achieved to connect up to a certain degree their ideas with some conceptions of psychoanalysis, such as intersubjectivity and identification.

Keywords

Autist spectrum, originating conscience, process of identification, theory of the mind, intersubjectivity.