

## ABSTRACT

This work begins giving an outline of the Italian school also related to the European one, beginning from the law 59/97 that lays the foundations of school institutions autonomy in order to give references lines as regard as the issue about pupils with special educational needs.

In particular, after a research about the language origins by means of the different theories and hypothesis known in the international scientific literature, this work analyzes the recent rules about pupils with Specific Learning Troubles. Considering how this phenomenon has improved into schools and the several legislatives interventions, it has been necessary to create and improve some specific didactic methodologies in favour of pupils with Specific Learning Troubles. However it is undisputed the importance of a specialist approach, made by psychologists speech- therapists and neuropsychiatrists who have to operate in connection with the teachers and their educational psychology competences.

The detailed study of the 170/2010 law and the guidelines about the right to study for pupils with specific learning troubles of July 2011, have made possible to individuate the different strong points but at the same time the weak ones of the present Italian school, in particular in relation to the specific methodologies for these students, and not only.

The creation of simple compensation instruments is not a concrete answer to the pupils' specific learning troubles. In this view, this work ends with the proposal of a didactic method: the Facilitated Reading and Writing (the Italian LESF- Lettura e Scrittura Facilitata). Even if it has not been supported by any scientific research hypothesis yet, this method can be an important school answer to some pupils with specific troubles who often cannot reach the learning goal because of the difficulties they have during the learning process.