

**New York State  
Department of Civil Service**

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*A Guide to the Written Test*

**for**

**Probation Officer  
Probation Officer Trainee**

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Opportunities at work.



Andrew M. Cuomo  
*Governor*

# **PROBATION OFFICER / PROBATION OFFICER TRAINEE**

## **INTRODUCTION**

In New York State, Probation Officers and Trainees are appointed through the competitive civil service process to ensure the merit and fitness of appointees. This test guide is divided into parts. Each part provides important information about the written test for Probation Officer and Trainee positions.

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## **PART 1**

### **SELECTION PROCESS**

To be appointed to a Probation Officer or Trainee position, you must successfully complete several steps.

#### **A. Application:**

You must complete an application which is reviewed by the county civil service agency. If they determine you meet the minimum qualifications which they have established for the position, they consider you a candidate for the examination.

#### **B. Written Test:**

This written test will cover the following two subject areas:

##### **Establishing and Maintaining Working Relationships with Defendants, Respondents, and Probationers:**

Questions present descriptions of situations typically encountered in working with clients in such areas as obtaining information from clients and exploring clients' social, psychological or legal problems. Candidates will be required to choose the best analysis of, solution to, or approach for handling the problem described. In addition, some questions may test for understanding of correct reasons, arguments or factors regarding typical concepts encountered in working with clients.

Three quarters of the written test (45 out of 60 points) will be in this area.

##### **Preparing Written Material:**

These questions test for the ability to write the kinds of reports and correspondence required in criminal justice settings such as probation and parole. Some questions test for the ability to present information clearly and accurately. Others test for the ability to organize paragraphs logically and comprehensibly.

There will be 30 questions, weighted 0.5 each, for a total of 15 points in this area.

#### **C. Special Requirements:**

Some counties may require that candidates undergo a character screening or physical examination or possess a driver license before they are appointed to the positions. You should check on the test announcement for any special requirements.

## PART 2

### WRITTEN TEST GUIDE

#### TIPS ON HOW TO TAKE A MULTIPLE-CHOICE TEST

(see also: <http://www.cs.ny.gov/pio/publications/howtotakeawrittentest.pdf>)

The written test for Probation Officer/Trainee will consist of multiple-choice questions.

#### Sample Multiple-Choice Question:

Which one of the following trees is an evergreen?

- A. maple
- B. oak
- C. birch
- D. pine

*The correct answer to this sample question is D.*

#### Explanation:

*Only one of the four choices offered is correct; the others are wrong in some way. The correct answer to this sample question is choice D, pine. Its needles stay green all year. The other choices--maple, oak, and birch--all lose their leaves in the fall.*

*This sample question requires you to recall a fact. Other kinds of multiple-choice questions--including those in the Probation Officer/Trainee test--require you to make analyses, solve problems, or choose the best course of action in a given situation. Explanations of these will be given in the sections that follow.*

#### First, here is some general information and advice on how to approach the test:

1. **Read all the instructions:** Be sure you understand them before you start on the questions. **Make sure you know which questions you are supposed to answer.** The separate **Candidate Directions** give you this information.
2. **Read each question carefully:** Make sure you are reading what is printed in the test booklet--not what you expect to see or want to see. Read each question carefully, then read all the choices.
  - Make sure you understand each choice before you decide which answer is best. Read all the choices before selecting your answer.
  - Pick out the one choice that BEST answers the question. In action-oriented questions, for example, the best choice will be the one that tells what people in the job should do most of the time.
  - Answer the question as it is asked in the booklet. Do not assume the question means something it does not say.
3. **Use your time wisely:** You should have ample time to read and answer all the questions carefully. Do not waste time, however. Keep working continuously through the test.
4. **Answer the easier questions first, but answer every question:** You get just as much credit for an easy question as for a difficult one. Do not take too much time at first on the difficult questions. Proceed to answer all of the easy ones. Then, in the time left over, go back and work on the questions that require more time and thought. If you skip a question, make sure that you leave the response position which corresponds to that question blank on the separate Answer Sheet.
5. **Answer every question you are required to answer:** If you are not sure, guess. There is no penalty for guessing on this test. If you do not answer a question, you will not get credit for it.
  - If you are sure a choice is wrong, eliminate that choice. The questions have two or four possible choices. Most people see right away that one or two of the choices just cannot be correct. Throw out the choices you can eliminate immediately and concentrate on the others.
  - Choose the best of the choices that remain. Even if one choice seems only slightly better than the rest, choose that one.

## TIPS ON TAKING THE PROBATION OFFICER / TRAINEE WRITTEN TEST

### Establishing and Maintaining Working Relationships with Defendants, Respondents, and Probationers.

#### Sample Question 1:

Assume that you are a Probation Officer. You are talking with Mrs. Collins, the mother of a 17-year-old male who is a probationer in your current caseload. During the conversation, Mrs. Collins tells you that her husband beats her. Which one of the following is the most appropriate action for you to take in this situation?

- A. Call the police to have her husband arrested.
- B. Tell her that you will use your authority to "straighten out" her husband.
- C. Provide her with information on safety planning and services available to victims of abuse.
- D. Avoid becoming involved, since your primary responsibility is to supervise her son.

*The correct answer to sample question 1 is C.*

#### Explanation:

**Choice A** is wrong because calling the police to have the husband arrested is far too hasty an action to take. You do not know for a fact that Mrs. Collins' husband batters her; only that she says he does. If what she is telling you is, in fact, true, she may be ashamed of the way she is treated and it may have taken great effort for her to tell anyone about the battering. If you immediately call the police, you risk violating her confidence. She may also become subject to further battering if her husband finds out how the police came to be called.

**Choice B**, saying you'll use your authority to "straighten out" her husband, is wrong because it is an unseemly show of your "authority" over a matter that is not within your authority at all. You are, in effect, telling Mrs. Collins that you will threaten her husband, if need be, in order to change his behavior. You do not have this kind of control over private citizens. Implying that you do would be unprofessional conduct for an officer. Aside from promising much more than you can expect to deliver, you may make the situation worse by leaving Mrs. Collins alone to face her husband after you have confronted him.

**Choice C, providing Mrs. Collins with information on how to get help when an incident arises, is the best choice.** Very often, people in distress are not aware of the kinds of services that are available to them. You, as a Probation Officer, are in a position to be familiar with these services and can best help Mrs. Collins by providing information about various ways she could get help in dealing with her situation. She may prefer one way to another, so the decision about which to pursue at what time, as well as the responsibility for making the decision itself, rests with Mrs. Collins. You have just provided information, perhaps some guidance and a little direction, without meddling in her life or her husband's.

**Choice D**, avoid becoming involved, is wrong. Aside from being a callous response to what Mrs. Collins has said, you can reason that an improvement in the home situation Mrs. Collins faces would be part of an overall improvement in the home environment of her son, your client. Although you are not professionally involved with Mrs. Collins, your ability to provide the assistance described in choice C above may not only benefit her directly, but also contribute to her son's successful completion of probation.

## Establishing and Maintaining Working Relationships with Defendants, Respondents, and Probationers.

### Sample Question 2:

Mark is a 16-year-old member of a street gang who is suspected of being involved in a number of violent crimes, including armed robbery. Which one of the following factors probably contributes MOST to the development of Mark's juvenile delinquency?

- A. genetic abnormality
- B. faulty personality development
- C. his family's economic need
- D. his social environment

*The correct answer to sample question 2 is D.*

### Explanation:

**Choice A** is wrong because it is based on outdated and incorrect theories that see criminal behavior as caused by genetic make-up. In these discredited theories, the tendency to commit crimes is thought of as an inherited trait or a by-product of some kind of malformation at the level of the gene or chromosome.

**Choice B** is wrong because it places blame on Mark himself. It assumes that he was bound to turn out this way, and that no change in his behavior is possible. There is no information in the question to support this assumption.

**Choice C** is wrong because many studies have shown that there is no connection between juvenile delinquency and the economic status of the delinquent's family. Juvenile delinquency is a problem common to all economic levels of society. The fact that Mark is suspected of having committed armed robbery is not proof, by itself, of economic need.

**Choice D is correct.** Mark is a member of a street gang which functions as a "subculture" within the dominant, law-abiding culture. Group acceptance is based on conforming to the gang's standards. Since Mark's membership in the gang is the one fact mentioned in connection with his criminal behavior, it is reasonable to assume that the gang values lawlessness and violence. Mark's juvenile delinquency is most likely based MAINLY on his needs to be accepted within the group and to gain status by pushing his behavior to new levels of delinquency.

Note that the question asks which of four listed possibilities probably contributed MOST to the development of Mark's juvenile delinquency. It does not ask for the only contributing factor. A single factor or cause rarely explains human behavior all by itself. The questions on the test recognize this. You will usually be asked for the "most probable" explanation, the "most likely" reason. When selecting your answer, choose the one that fits the facts in the question best, even if that choice might not fit all cases all of the time.

## Establishing and Maintaining Working Relationships with Defendants, Respondents, and Probationers.

### Sample Case History:

You are a Probation Officer assigned to the Family Court Intake Unit. Your responsibility is screening cases to determine if they might be handled informally through some type of social service assistance. Among the cases you screen are those of youths under age 16 who are disobedient to their parents, are runaways, and/or are truant from school.

Mrs. Twilley has brought in her son Jimmy, age 14, to Intake. She complains that Jimmy refuses to obey her and often stays out very late, sometimes all night long. Jimmy's attendance and grades at school have fallen off sharply, she says. Mrs. Twilley states that her son hangs around with a group of older boys who have a reputation in the neighborhood as troublemakers. She is also concerned that Jimmy is drinking and using drugs with these teens.

### Sample Case History Question 1:

Assume that you are meeting with Mrs. Twilley for the first time. You have not yet met with Jimmy. As the interview with Mrs. Twilley proceeds, she says that she is certain she knows the main reason for her son's trouble. She says that Jimmy has a crush on a 16-year-old girl, one of a few girls who hang out with the youths that Jimmy associates with. Mrs. Twilley does not like any of these neighborhood teens, especially this girl, who is loud and obnoxious, and she has tried to forbid Jimmy to see any of them anymore. Which one of the following is the best way to deal with this information at this stage of the interview?

- A. Tell Mrs. Twilley that her assessment of the situation is probably correct, because Jimmy is trying to impress the girl by hanging around with an older crowd.
- B. Advise Mrs. Twilley that her son's interest in the older girl is only a symptom of a much larger problem.
- C. Caution Mrs. Twilley that her judgment about her son's group may be wrong and she should try not to antagonize him about it.
- D. Ask Mrs. Twilley if there might be any other factors contributing to her son's present behavior besides his interest in the older girl.

*The correct answer to sample case history question 1 is D.*

### Explanation:

*One of the most important considerations in this question is the fact that the interview is proceeding; it is still going on, as if in the present, between Mrs. Twilley and you, the Probation Officer. Therefore, you have not yet heard all of the information pertaining to Jimmy. Without hearing anything other than Mrs. Twilley's low opinion of the neighborhood teens, you are not in a position to speculate on the cause of Jimmy's behavior. Therefore, it is wrong to assume at this point that Mrs. Twilley has fully understood and presented the situation (choice A), or to conclude that Jimmy has a much larger problem (choice B), or to turn the tables on Mrs. Twilley and speak as if you are likely to side with her son (choice C). All of these choices involve premature decisions. **Choice D is correct** because, true to good interview practice, you have not stopped in mid-interview to make a judgment about the case, but are still trying to acquire as much pertinent information about Jimmy as possible.*

## Establishing and Maintaining Working Relationships with Defendants, Respondents, and Probationers.

If this were the actual written test, there might be more questions concerned with other aspects of this interview or the interview to come with Jimmy. Further information would be presented as needed to answer these additional questions. For now, try answering the next sample case history question, about the Probation Officer's disposition of the Intake case, with what you already know about Mrs. Twilley and Jimmy.

### Sample Case History Question 2:

In making the decision to attempt to adjust this case informally or to refer it to court for formal adjudication, which one of the following is most important to determine?

- A. whether Mrs. Twilley's complaint is justified and can be sustained in court
- B. whether there is any responsibility on Mrs. Twilley's part for her son's behavior
- C. whether Mrs. Twilley and Jimmy could work out their differences with the assistance of counseling
- D. whether Jimmy is willing to try changing his behavior to conform to his mother's wishes

*The correct answer to sample case history question 2 is C.*

### Explanation:

*Referring a case to court is a serious step. Court calendars are crowded, and judges have little time to consider subtle personal factors in reviewing a case. Under these conditions, the judicial system can lose sight of people as individuals.*

*In this case, the facts indicate that Jimmy is attempting to establish himself as an individual. His defiance of parental rules and preference for a group his mother dislikes are within the range of typical adolescent behavior. Jimmy's mother is reacting as many parents of teenagers have reacted before her. If the case goes to court, Jimmy will have to deal with several more levels of authority who do not understand him any better than his mother does. It will probably be harder for him to find constructive ways to be himself. Jimmy's mother will see an institution--the court--taking over part of her role as parent. If what she really wants is less strain in her life and in her relationship with Jimmy, she may be disappointed to find more strain instead.*

*The ideal solution at present would be to get mother and son to reach an agreement between themselves. They both would be more willing to live with an arrangement that they themselves had made. It seems clear that such an arrangement would require the assistance of a counselor to help the two begin the process of talking to and understanding each other. As this has not yet been tried, it is most important for the officer to determine if the chance of success for counseling is good. **Thus, choice C is the best answer to this question.***

***Choice A** is wrong because it puts the needs of the judicial system (whether the complaint will hold up in court) ahead of the needs of the clients (what approach will solve their problem). Further, it assumes that the legal aspects of the situation are serious enough to warrant adjudication. From what has been revealed of Jimmy's behavior, this does not seem to be true.*

***Neither choice B nor choice D** is an appropriate consideration because each assigns blame to one person. Choice B implies that Mrs. Twilley is at fault for her son's behavior, while choice D implies that only Jimmy needs to change his behavior. This matter is better to address in counseling sessions aimed at reconciling the differences between Mrs. Twilley and Jimmy. The counselor will help both mother and son see how their behaviors affect each other.*



## Preparing Written Material

There will be **30 Preparing Written Material** questions, weighted 0.5 each, for a total of 15 points in this area, presented as follows:

There will be **20 Information Presentation** test questions that take the form of the following two samples:

### Sample Information Presentation Questions:

1. Which one of the following sentences more clearly indicates who is having the mechanical difficulties?
  - A. The officer called in, while following the defendant, that he was having mechanical difficulties and would probably have to pull over.
  - B. The officer called in, while following the defendant, that the defendant was having mechanical difficulties and would probably have to pull over.
2. Which one of the following sentences more clearly presents the information given?
  - A. Ted was a high school dropout but obtained his G.E.D. certificate and is now employed at two jobs.
  - B. Ted was a high school dropout but is now employed at two jobs and has obtained his G.E.D. certificate.

### Explanation of Sample Information Presentation Questions:

In question 1, choice A does not make it clear who was having the difficulty, the officer or the defendant. Choice B is the BETTER answer to the question because it states that the defendant was having mechanical difficulties.

In question 2, choice B does not make it clear when Ted obtained his G.E.D. certificate. Choice A is the BETTER answer to the question because it makes it clear that Ted first obtained his G.E.D. certificate, and is now employed at two jobs.

There will be **10 Paragraph Organization** test questions that take the form of the following sample:

### Sample Paragraph Organization Question:

The sentences below are out of sequence; but, when they are correctly arranged, they form a connected, well-organized paragraph. Read the sentences, and then answer the question about the best arrangement of these sentences.

1. Eventually, they piece all of this information together, and make a choice.
2. Before actually deciding upon a job, people usually think about several possibilities.
3. They imagine themselves in different situations, and in so doing, they probably think about their interests, goals, and abilities.
4. Choosing an occupation is an important decision to make.

Which one of the following is the best arrangement of these sentences?

- A. 2-3-1-4
- B. 2-3-4-1
- C. 4-2-1-3
- D. 4-2-3-1

### Explanation of Sample Paragraph Organization Question:

The best arrangement of these sentences is Choice D, 4-2-3-1. Sentence 4 introduces the main idea of the paragraph: "choosing an occupation." Sentences 2-3-1 then follow up on this idea by describing, in order, the steps involved in making such a choice. Choice D is the BEST ANSWER to the question.

## **PART 3**

### **SUMMARY**

This guide provided you with information about the selection process used by most New York State jurisdictions to hire Probation Officers and Trainees. It then offered advice on how to take a multiple-choice test such as this one will be, with specific suggestions for how best to proceed through easy and more difficult questions. The areas that make up the Probation Officer/Trainee written test were discussed in detail, and sample questions for each were presented along with explanations for the correct and incorrect answers.

#### **Other sources of help...**

There are other sources available to you that may help you in preparing for the written test. You might wish to talk with others to compare your knowledge and experiences, or simply to review on your own what you have learned from your educational and employment background. There are many texts on probation which can be found at local libraries or perhaps at your own place of study or employment. You do not need to consult such reference books to prepare for this examination; but, obviously, a greater familiarity with the profession should be the goal of anyone desiring to become a Probation Officer.

#### **The day of the test...**

Finally, be sure you know how to get to your particular test center. It is best to expect that many people will be taking this as well as other examinations at the same time at your test center, so give yourself plenty of time to find suitable parking in the area, or to make connections via public transportation. (Remember, mass transit is often on a reduced schedule on Saturdays.) If you do not have to rush to make the test's starting time, you will have a better chance to stay calm, to collect yourself and be confident in what you know, and to perform to the best of your ability on the written test. Good luck!

## **PART 4**

### **TEST SECURITY**

The test you will be taking is the property of the New York State Department of Civil Service. Candidates may not remove test material from the test site and may not reproduce, reconstruct, or discuss the test content with others. Unauthorized possession or disclosure of the test material is prohibited by law and punishable by imprisonment and/or a fine. Additionally, candidates may be disqualified from appointment to the positions for which the examination is being held and from being a candidate for any Civil Service examination for five years. After you take the test, other individuals may want to talk with you about the test. You should not discuss the questions and answers, even in general terms. You should be careful that you do not inadvertently violate test security and put yourself at risk.

### **TEST REVIEW**

Some of the written test materials used in this examination may be open to candidate review before the answer keys are officially approved for use in rating candidate answer papers.

The front cover of each test booklet will indicate which questions (if any) are open for this review, which is usually held the Saturday following the test date. If you are interested in participating in this review, ask the Test Room Monitor for a *Review Information Sheet*. You must complete the bottom portion of the *Review Information Sheet* and give it to the Monitor before you leave the room on the day of the test. This will be your only opportunity to make this request.

Any changes to the test rating key made as a result of this candidate review will be applied to all candidates' answer papers. You do not need to attend the review to benefit from any key changes made.

## CONCLUSION

Your attitude and approach to the test will influence how well you perform. A positive attitude will help you do your best.

### Before the test...

- Study and review this guide to become familiar with what the test will cover.
- Study and review the subject areas that will be covered on the test.

### On the day of the test...

- Arrive at the test site on time.
- Bring your Admission Notice, two No. 2 pencils, a photo ID containing your signature, a quiet lunch or snack, and any other **allowed** materials.
- Do **NOT** bring this test guide to the site.

### At the test site ...

- Do **NOT** bring cell phones, beepers, headphones, or any electronic or other communication devices to the test site.
- The use of such devices anywhere on the grounds of the test site (this includes the test room, hallways, restrooms, building, grounds, and parking lots) could result in your disqualification.

### During the test...

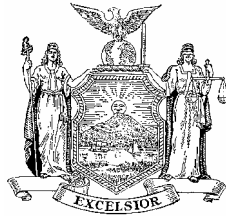
- Read and follow all directions on your Admission Notice, test booklets, answer sheets, and Candidate Directions.
- Follow the Monitor's instructions.
- Keep track of the time.

### After the test...

- Do **NOT** remove any test material from the test room.
- Do **NOT** paraphrase, reconstruct, or reproduce the test material in any way.
- Do **NOT** discuss the test material with others.

It is the policy of the New York State Department of Civil Service to provide reasonable accommodation to ensure effective communication of information to individuals with disabilities. If you need an auxiliary aid or service to make this information available to you, please contact the New York State Department of Civil Service Public Information Office at (518) 457-9375.

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