

## Case Study: E-3 receiving BAH and not supporting dependents

<b>Description:</b>	An active duty E-3 found guilty of receiving married BAH and not supporting his dependents.
<b>Background:</b>	An informal investigation was convened to explore the case and to determine what decisions, events and circumstances contributed to the behavioral failing. The investigation was initiated following the results of the UCMJ but completely separate from UCMJ.

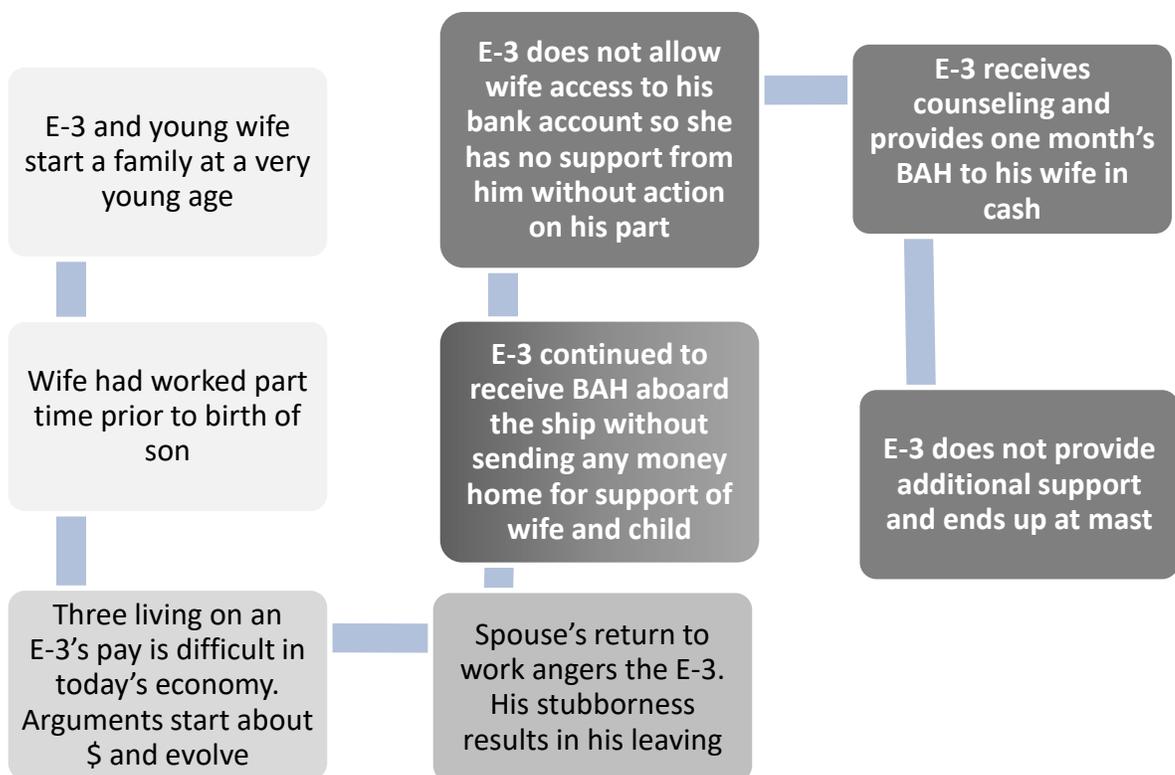
### Findings:

1. 19 year old E-3 was married with 1 child (son age 3).
2. E-3's 23 year old spouse held part-time job prior to having the baby but had not worked since becoming a mother.
3. E-3 and spouse had difficulty making ends meet and had routine arguments over money. These arguments often degraded into personal attacks to include accusations of infidelity.
4. E-3 returned from work one evening three days from payday and found the refrigerator full of food.
5. E-3 asked his spouse where the food came from and she informed him that she had gone back to work part time. She dropped the son off at the base child care center in the morning and her mother picked him up at noon. Her mother took care of the son until the spouse got off work.
6. E-3 said he felt betrayed. They had agreed that she would stay home and raise the son. He didn't want his son raised by strangers or television shows. When his wife refused to quit, he became angry, packed his things and moved aboard the ship.
7. E-3's paycheck was deposited directly into his own account. It was not joint and his wife had no access to it.

8. E-3 did not visit or send any support to his family for the next 2 weeks. He later stated that he wanted to force his wife to stop work and do as he said.
  9. The spouse contacted the ship's ombudsman and informed her about the lack of support and that she had no communication with her husband.
  10. Division Officer and chaplain counseled E-3 and were both surprised at his stubbornness. During counseling, E-3 said he missed his son and his wife but that she needed to be taught a lesson. He said the men make the rules in a house; that was the way he was raised.
  11. E-3 stated that after counseling, he gave his wife one month's worth of BAH in cash. He did not ask for a receipt.
  12. One month later, the ombudsman again notified the division officer that the E-3 was not paying BAH or support to his family.
  13. E-3 was again counseled and told to begin an allotment to his wife.
  14. E-3 did not comply.
  15. E-3 taken to NJP. At NJP Commanding Officer discussed the issue with the E-3 and discussed the importance of being a responsible parent. Commanding Officer told E-3 that his stubbornness was punishing his young son and wife. He asked E-3 if he had ever been to the child care center or if he realized it was a tax-payer supplied benefit, equipped with certified staff, and designed for young families like his. Commanding Officer said that the Navy realized the difficulty in raising families and that the child care center and other services were specifically funded just for people like him from a grateful civilian population. E-3 said he had not thought of that. After more discussion, E-3 agreed to start the allotment, visit the child care center and talk to his wife about coming back home. Commanding Officer dismissed the charges.
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## Facilitation Questions:

1. Diagram the thought-to-action chain for the E-3.
  1. E-3 and wife start a family at a very young age, wife used to earning her own money, arguments start about \$ and degrade into infidelity accusations, spouse's return to work angers the E-3 and he leaves, E-3 continues to receive BAH but lives aboard the ship without supporting his wife and child, E-3 does not allow wife access to his bank account, E-3 receives counseling and states that he provided one-month's BAH to his wife in cash , E-3 goes to NJP.

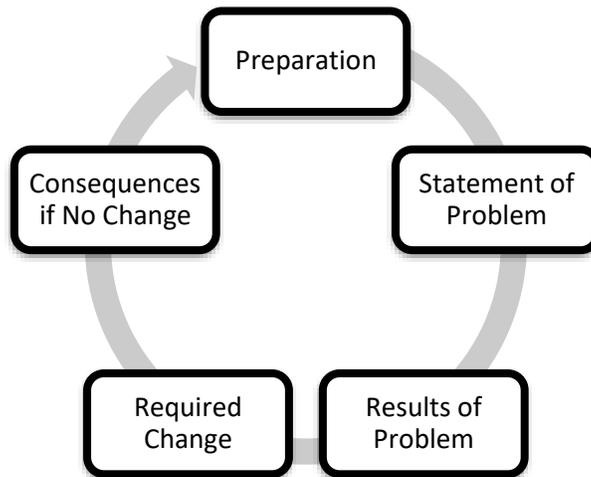


2. Do you know anyone in a similar situation?
3. Discuss the difficulties of young sailors and their families. Discuss the resources the Navy has to offer in support.
4. Discuss the E-3's decision to move out.
5. What could he have done differently? What other avenues did he/they have to survive in this economy?

6. Discuss his refusal to sign the allotment.

#### **Social Constructive Confrontation Discussion:**

1. The first opportunity for constructive confrontation is internal. In this case, the E-3 would benefit from a constructive confrontation with himself. Had he been a bit more mature about the situation and got over his anger and jealousy, the couple may have come to an agreement on how they could improve their situation.
2. A next opportunity for confrontation might come from a friend or colleague. These “on-lookers” often know about or strongly suspect instances of misbehavior. In this case, the constructive conversation came from the Commanding Officer at mast. It was late, but effective when it happened. A friend may have been able to help the E-3 find assistance through the Navy support systems that would have help avoid the entire episode. Have you ever been in such a situation? Approaching a friend or co-worker would be very difficult and you would have to be sure that real, negative consequences were likely. Approaching a senior would be even harder. Using the case study, your own observations, or a hypothetical example, how would you realistically handle such a confrontation? Look at the wheel below for a template.



#### **Preparation:**

1. Put yourself in the position of a senior and discuss how you might have intervened. Now put yourself in the position of a buddy. What does this step mean to you? How would you prepare? In what setting would this type of confrontation best take place?

#### **Statement of Problem:**

1. What is the problem (or likely result) of the misbehavior? What problem is it for you? What problem is it for the unit, etc.?
2. How would you state this to your colleague/friend?
3. Listen.

#### **Results of Problem:**

1. Using the example, what are the likely results or negative outcomes from the problem and how would you state that to the friend?
2. Listen.

#### **Required Change:**

1. What change in behavior do you want to see?
2. Listen.

**Consequences If No Change:**

1. Hopefully, by this point in the confrontation you are having a discussion and not a shouting match. The understanding of consequences would be something that both of you agree to vice you listing them.

**Case Conclusions:**

1. What main points did you take from this case study?
2. What are your concerns as a facilitator with this case study?