

Daniela Andrea Salinas, Ph.D.

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PROFILE

Daniela Salinas serves as Lecturer for the department of Child and Family Studies at The University of Tennessee, Knoxville. She specializes on social and emotional development in early childhood, developmental theories, parenting practices, and diverse cultural backgrounds. Her research has been focused on parent-child interactions, cross-cultural differences on children's social support networks and social capital, gender segregation, parent-child relationships and their influence on children's peer relationships, and bilingualism and its effects on children's brain development. Before she joined UTK, she served as a practitioner social worker in Chile, where she acquired experience on casework, social service administration, foster care, court system and child protection, child/adolescent counseling, child welfare, and community development. She is fluent in English and Spanish.

EDUCATION

- 2016 Ph. D., Child and Family Studies, University of Tennessee, Knoxville, USA
Advisor: Dr. Hillary Fouts
Dissertation: *“Young Children’s Social Connections: Characteristics of Social Networks and Types of Support”*
- 2013 M. S., Child and Family Studies, University of Tennessee, Knoxville, USA
Advisor: Dr. Carin Neitzel
Thesis: *“Considering the Role of Children’s Levels of Responsiveness and Resistance on the Relations between Maternal Interaction Behaviors and Children’s Interaction Behaviors with Peers at School”*
- 2004 B. A. – Social Work - Universidad Tecnológica de Chile, Santiago, Chile - Full tuition scholarship awarded for academic excellence.

RECENT POSITIONS

- July 2017- Lecturer - Department of Child and Family Studies, University of Tennessee.
- 2017 – 2020 Postdoctoral Research Assistant.
- Fall 2016 Graduate Teaching Assistant - *Department of Child and Family Studies*, University of Tennessee.
- 2012 – 2016 Graduate Research Assistant at the Early Experiences Research Center - *Department of Child and Family Studies*, University of Tennessee.
- 2011 – 2012 Graduate Assistant at the Early Learning Center - *Department of Child and Family Studies*, University of Tennessee.
- 2004 – 2008 Social Worker - *Adventist Disaster and Relief Agency (ADRA-Chile)*.

TEACHING EXPERIENCE

Graduate Level Courses:

CFS 510 Theories of Human Development, University of Tennessee.

CFS 512 Survey of Research in Early Childhood Education, University of Tennessee (co-instructor)

CFS 550 Theory in Family Studies, University of Tennessee

Undergraduate Level Courses:

CFS 210, Human Development, University of Tennessee.

CFS 211, Development in Infancy and Childhood.

CFS 220, Marriage and Family: Roles and Relationships, University of Tennessee.

CFS 320, Family Interaction, University of Tennessee.

CFS 360, Family Stress, University of Tennessee.

CFS 385, Diversity among Children and Families, University of Tennessee.

CFS 395, Introduction to Research Methods and Statistics, University of Tennessee

Teaching Assistant for:

Fall 2003, Teaching Assistant, *Social Research Methodology (Qualitative)*, Universidad Tecnológica de Chile (INACAP), Chile.

Fall 2001, Teaching Assistant, *Statistics I*, Universidad Tecnológica de Chile (INACAP), Chile.

RESEARCH EXPERIENCE

Postdoctoral Research Associate on the following projects:

Patterns of caregiver-child social exchanges in public spaces.

- Studied the effects of mobile usage on caregiver-child social interactions.
- Creation and implementation of observational coding system
- Data collection and analysis
- IRB administrative procedures

Graduate Research Assistant on the following projects:

Head Start project.

- Studied the interaction differences of immigrant and non-immigrant children in the classroom setting.
- Creation and implementation of observational coding system, consent forms for recruitment, and preliminary data analyses.
- Use of bilingual skills for recruitment and data collection among Hispanic children.

The impact of poverty and culture on children's development in the slums of Nairobi.

- Studied the role of culture in child development and child rearing practices on informal settlements in Kenya.

- Patterns of cultural and individual variations in caregiver-child relationship were connected to social-emotional, cognitive, and health-related outcomes.

Examination of caregiver-child interactions in the Burundian refugee community in Knoxville.

- Studied interactional styles between parents and children, and the father involvement in their young children development.
- Degree of father involvement depends on the presence of the mother.

PRACTITIONER EXPERIENCE

- 2004-2008 Social Worker - *Adventist Disaster and Relief Agency (ADRA-Chile)*, Santiago, Chile.
- Assistance of children and adolescents in high social risk.
 - Intervention plans and court mandated family welfare investigations
 - Educational/motivational workshops for children and their foster and biologic families.
 - Administration of material and financial benefits of foster families.
 - Educational role concerning social benefits available within the network.
- Spring 2004 Social Work Internship - *Chilean Army Justice Service*, Santiago, Chile.
- Support and orientation of couples during trial, family orientation, and family welfare investigations.
- Fall 2003 Social Work Internship - *Juvenile Community Center*, Santiago, Chile.
- Support and orientation of adolescents in high social risk on topics such as drug consumption, sexuality, physical abuse, and delinquency.
- Spring 2003 Social Work Internship - *National Television of Chile (TVN)*, Santiago, Chile.
- Family orientations and assignment of benefits.
 - Workshops related to stress management for employees and families.

JOURNAL PUBLICATIONS

Fouts, H. N., Bader, L.R., Neitzel, C. L., **Salinas, D. A.** (2020). Ethnicity as a predictor of gender segregation among young children in an informal urban settlement in Kenya. *Social Development*.

Salinas, D., Fouts, H.N., Neitzel, C.L., Bates-Freddi, D.R. (2019) Young Children's Social Networks in an Informal Urban Settlement in Kenya. *Journal of Cross-Cultural Psychology*, 50 (5), 639-658

Salinas, D. & Neitzel, C. (2017). The role of children's levels of responsiveness and resistance on the relations between maternal interaction behaviors and children's interaction behaviors with peers at school. *Journal of Research in Childhood Education*.

PROCEEDINGS, CONFERENCES, AND PRESENTATIONS

Salinas, D., & Tucker, E.A., Bader, L., Neitzel, C., & Fouts, H.N. (2015). Cultural differences in child-rearing beliefs in an urban informal settlement in Kenya. Poster presented at the annual meeting of the Society for Cross Cultural Research, Albuquerque, NM.

Salinas, D., Neitzel, C.L., & Fouts, H.N. (2014). Examining the Social Capital of Young Children from Four Ethnic Groups in an Informal Settlement of Kenya. Symposium presentation at the annual meeting of the Society for Cross-Cultural Research, Charleston, SC.

Neitzel, C., Fouts, H.N., **Salinas, D.** & Silverman, L. (2013). Impact of culture, housing and neighborhood on children's social experiences in urban informal settlements of Kenya. Society for Research in Child Development, Seattle WA.