The specific aim of the proposed study is to test children’s prior expectancies of their teachers as a causal determinant of teacher-student relationship quality. Teacher-student relationship quality is biomedically important, as it predicts a variety of mental health outcomes. Yet, correlational evidence suggests that children’s experience of these relationships is filtered through their prior expectancies (e.g., Gurland & Evangelista, under review; Gurland & Grolnick, 2008). If, beyond their correlational relation to relationship quality, children’s expectancies are a specifically causal determinant of relationship quality, they may pose an important opportunity for intervention. The proposed study therefore involves directly manipulating children’s expectations of “guest teachers” who then teach a 6-week instructional unit in the children’s classrooms. Expectations are manipulated along the dimension of autonomy support to control (e.g., Deci & Ryan, 2000), with the primary hypothesis that children led to expect autonomy support from their guest teachers will show enhanced relationship quality relative to those led to expect a neutral balance of autonomy support and control from their guest teachers. Support for this hypothesis would suggest children’s expectancies as a viable avenue of intervention in improving teacher-student relationship quality, and ultimately children’s mental health.