Over the past thirty years, research in educational and cognitive psychology has uncovered the profound impact that student beliefs about intelligence and ability have on achievement and deep learning. While IBL environments often implicitly challenge students’ beliefs, explicitly incorporating these ideas into IBL courses provides a robust psychological foundation for many of the activities and pedagogical strategies used in IBL classes. In this presentation, I will provide a “user’s guide” for constructing a classroom environment built around growth mindsets, including classroom activities and homework assignments that have been successfully used to support IBL pedagogies with ideas from psychology. (Received August 24, 2015)