footage was identical for all of the participants. The participants were further allocated to a time pressure (judgements of the performer completed before the end of the footage) or no time pressure condition (no stipulated time within which to respond). Participants indicated their judgments of the quality of the target performer's play on ten 9-point Likert scales.

Analysis of variance revealed a significant interaction effect, $F(1, 43) = 4.608$, $P = 0.038$, effect size $\eta^2 = 0.11$ and main effect for body language, $F(1, 43) = 4.415$, $P = 0.042$, effect size $\eta^2 = 0.10$. Follow-up t tests indicated that in the time pressure condition the participants reported more favourable ratings of the target's play when the player was viewed displaying positive body language as opposed to negative body language. There were no further significant differences evident between the groups.

When placed under time pressure the participants' ratings of the target player's performance were influenced by their early judgements and expectations of that performer. The findings carry significant implications for officials, coaches, and athletes with regards to the role expectations play in influencing judgements of performance. Future research should seek to further elucidate those factors that may serve to moderate this effect.

SPSP1-39

Does video modelling improve disabled swimmers' technique?

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Video modelling is an effective non-physical training method in improving athletic performance (Hodges & Williams, 2007: *Journal of Sports Sciences, 25*, 495–496). However, information regarding its impact on disabled athletes' performance is lacking. With particular reference to disability swimming, where time devoted to physical training is officially restricted based on the swimmer's disability classification, the impact of non-physical training methods such as video modelling could be crucial. Therefore, the aim of this study was to examine the effect of video modelling on disabled swimmers' performance.

After obtaining both institutional ethical approval and the participant's informed consent, nine national level competitive swimmers (age: mean 16.9, $s = 3.4$ years), with a range of disability classifications (S6–S14), underwent a 4-week video modelling intervention. A video showing Olympic disabled swimmers performing backstroke was used. Performance (backstroke technique) was assessed at five testing points: pre- (PRE), mid- (MID) and post- (POST) intervention and, for retention purposes, two (R1) and four (R2) weeks after POST. Participants trained twice weekly; one session involved physical training only and the other combined both physical training and video modelling. Participant's backstroke technique was rated on seven elements (body position, leg action, arm action, start, finish, turn, and breathing) at each testing point by two expert coaches, using a scale from 1 ("poor") to 5 ("excellent"). Scores ranged from 17 to 33.5 points (out of a possible 6 to 35). Intra-class correlations between the two coaches were significantly high for all testing points (range from 0.75 to 0.97; $P < 0.05$). Thus, average scores were used for subsequent analysis.

Friedman's test showed a significant difference between testing points (Friedman $\chi^2 = 25.5$, $P < 0.001$). Wilcoxon matched-pairs test with Bonferroni adjustment ($P \leq 0.005$) showed technique improvement throughout the intervention from PRE (mean 21.2, $s = 2.4$) to MID (mean 22.8, $s = 2.7$) and POST (mean 25.3, $s = 4.7$). This improved technique was maintained from POST to both R1 (mean 25.4, $s = 4.6$) and R2 (mean 26.6, $s = 2.1$). No statistically significant differences were observed between R1 and R2.

The video modelling intervention had a positive effect on disabled swimmer's technique, both at implementation and retention phases. Given the physical training time restrictions in disability swimming, video modelling could have a substantial impact on improving swimming times. For an optimal implementation of video modelling, future research should consider, specifically, each disability classification.

SPSP1-40

The use of cognitive dissociation technique as a form of intervention to eliminate chronic cognitive anxiety in elite triathlon performance: A case study

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The inhibiting or debilitating effect of performance anxiety and its interpretation on performance is now well documented (Jones & Hanton, 2001: *Journal of Sports Sciences*, 19, 385–395). Whilst performing in endurance events such as triathlon, performance anxiety is open to temporal duration fluctuation. How the athlete interprets different internal states, matching appropriate psychological interventions with